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**USAID/Bissau
Training Program Evaluation**

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We hope that this evaluation builds in a meaningful way on the efforts to enhance the quality of life of Guinea-Bissauans and that the participation of all who were involved in this exercise will continue in the future.

Table of Contents

Acknowledgments.....	1
Acronyms.....	3
I. Scope of Work and Methodology.....	4
II. Introduction.....	7
III. Summary of Findings and Recommendations.....	9
IV. Brief Description of A.I.D.-funded Training in Guinea-Bissau from 1975 to 1989.....	17
V. Evaluation Findings and Recommendations	
A. Number of A.I.D.-sponsored Guinean-Bissauans.....	22
B. The Planning Process.....	23
C. The Selection Process.....	24
D. Appropriateness of Fields, Location, Training Duration, and Levels of Study.....	27
E. English Language Training.....	30
F. Return of Participants.....	32
G. Placement in Jobs and Utilization of Skills Acquired.....	34
H. Impact of Training Received on Participants Professionally and Personally.....	35
I. Impact of Training on the Development of Guinea-Bissau...	35
J. Management of the Training Program by USAID and Contractors.....	35
VI. Future Options for USAID-funded Human Resources Development in Guinea-Bissau.....	41

Annexes

1. Persons Interviewed
2. List of Sponsored Students in the United States from Guinea-Bissau
3. Sample Questionnaires for Participants, Supervisors, and USAID
Training Staff
4. Raw Findings from Questionnaires
5. Terms of Reference for Interministerial Selection Committee
6. Documents Reviewed

Acronyms

AAI	- African-American Institute
AFGRAD	- African Graduate Fellowship Program
ALIGU	- American Language Institute at Georgetown University
AMDP	- African Manpower Development Project
ATLAS	- African Traing for Leadership and Advanced Skills
DEPSA	- Development Education for Portuguese-Speaking Africa
DTPSA	- Development Training Program for Portuguese-Speaking Africa
FHI II	- Family Health Initiatives II
GGOB	- Government of Guinea-Bissau
IATA	- Instituto de Aperfecoamento Tecnico Acelerado
INS	- Immigration and Naturalization Service
PIET	- Partners for International Training
UNDP	- United Nations Development Program
USAID	- U.S. Agency for International Development
USIS	- U.S. Information Service

I. Scope of Work

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Background: Since 1977, USAID has supported the development of human resources in Guinea-Bissau through the provision of training to 300 to 400 individuals in a variety of fields. All types of training--degree, short- and long-term nondegree, observation tours, and participation in seminars, conferences, and workshops--have been provided in the United States, Portugal, Brazil, and other African countries. While documents describing the training programs have been developed over the years, an assessment of the training programs has never been done. At the request of USAID/Bissau, through the AID/W AFR/TR/EHR, a team was fielded to assess the effectiveness of the training program and, based on the assessment of the past experience, make recommendations for possible future support to human resources development in Guinea-Bissau.

I. Purpose

The purpose of the evaluation is to determine the effectiveness of the USAID/Bissau training program since its inception in 1977. Any constraints to an effective training program will be identified, including any weaknesses in the planning process, the identification and selection of trainees, monitoring and evaluation of specific training programs, and the followup of and assistance to returnees. Participation of trainees in specially targeted groups (e.g., women and the private sector) will be examined.

Based on the assessment of the past experience, recommendations regarding possible future USAID/Bissau-funded human resources development activities in Guinea-Bissau will be made.

II. Questions and Issues to be Addressed

- A. Has the training program been effective in addressing Guinea-Bissau's development constraints?
- B. Has the training program met goals and objectives set forth in the project design documents?
- C. Has the private sector benefited from the training program? What have been the constraints to private sector involvement, if any?
- D. To what extent have women benefited from the training program over the years? What are the constraints, if any, to increased involvement of women?
- E. Have the training resources been equitably spread across other traditional barriers--i.e., provincial, tribal, language, or religious groupings?
- F. Have clear selection criteria been established and adhered to?
- G. Is a mechanism for joint U.S./Government of Guinea-Bissau (GOGB) participation in the planning, selection, execution, and evaluation process in place? Is it effective?

- H. What has been the role, experience, and efficacy of any outside contractors and implementing agencies in the training program?
- I. What is the assessment of training institutions and programs selected as training locations?
- J. What is the assessment of the Mission management of the training program? Could the program be managed more effectively?
- K. What is the return rate for participants under the USAID-funded program? Describe any problems and recommend solutions.
- L. What followup activities have taken place for returnees? Has the followup program been effective or sufficient? What needs to be done and can be realistically achieved?
- M. What are the current human resources priorities and needs, including data?
- N. What resources are available to address the needs? Where are the shortfalls and gaps?
- O. What makes sense for future USAID support to human resources development in Guinea-Bissau? Sectors? Level of training? Project-related? General training? Both?

III. Methodology

The data for this evaluation were collected primarily through interviews and the review of existing documentation. A questionnaire utilized in an evaluation in another country was modified and administered to returned participants and supervisors. The evaluators questioned the participants and recorded their responses for consistency in interpretation.

Prior to departing for Guinea-Bissau, one member of the team met with the Guinea-Bissau Project and Desk Officers for a general briefing on the history of the A.I.D. program in the country. Meetings with AFR/TR/EHR provided clarification on the scope of work and assistance with logistical arrangements. The evaluator also met with one of the former A.I.D. representatives to Guinea-Bissau.

In Guinea-Bissau, in addition to the interviews with returned participants and supervisors mentioned above, the team made a site visit to the Rice Production Project site in Contuboel where three of the four long-term participants trained under the project were back from training and continuing their work with the Department of Agricultural Research. Government officials involved in the USAID/Bissau training program, including the Interministerial Selection Committee, were interviewed. Extensive interviews were held with the USAID/Bissau staff. The team also met with the new Africare representative to Guinea-Bissau. The representative will have responsibility for the Vocational Skills Training Project, aimed at the private sector, which is being financed by USAID/Bissau and is in the beginning stages. The team's visit coincided with that of one of the representatives from the African-American Institute (AAI), who were in-country to participate in the selection of AFGRAD participants. The team took advantage of the opportunity to discuss the AFGRAD selection process and the past and present participants.

Upon return to Washington, one team member held meetings with several staff members from the Office of International Training (OIT) and discussed the evaluation, the retrieval of data on Guinea-Bissau participants, and the

process for repatriating nonreturnees. Discussions with AFR/TR/EHR centered on the Human Resources Development Assistance (HRDA) project and the new Africa Training for Leadership and Advanced Skills (ATLAS) project, the successor to AFGRAD. The evaluator also met in Washington with representatives of two of the contractors involved with Guinean participants, the American Language Institute of Georgetown University (ALIGU), which provides English language training for many A.I.D.-sponsored participants, and the Partners for International Education and Training (PIET), which, under a contract with OIT, places and monitors A.I.D.-sponsored participants. One full day was spent in New York City with those responsible for the training of lusophone Africa participants at the African-American Institute (AAI). AAI is the contractor handling the placement and monitoring of the largest number of Guinea-Bissauans studying in the United States, Portugal, and Brazil under A.I.D. sponsorship. The evaluator traveled to California and interviewed four participants at California State University, Fresno, and to Sacramento to interview one student at the University of California, Davis, campus.

Lastly, while in Portugal on other official business, the other member of the team interviewed eight participants studying at the Instituto de Aperfeçoamento Tecnico Acelerado (IATA) in Portugal.

Throughout the exercise several documents were reviewed and are listed in Appendix 6 of this report.

Statistical information compiled in this report, unless otherwise indicated, is based on information contained in the participant printout provided by OIT. Even though OIT records are incomplete, especially in relation to third country training, they are computerized and programmed to provide statistical information in almost any category requested. It should be kept in mind throughout that the statistics provided, while perhaps inaccurate, are, in most cases, reliably illustrative.

II. Introduction

One of the key constraints to development in Guinea-Bissau is the scarcity of skilled human resources to plan, implement, monitor, and evaluate policy and programs. Beginning at independence, the Government of the Republic of Guinea-Bissau, utilizing its own resources and those of donors, began to address a situation in which no more than 10 university graduates remained in the country. Since that time, thousands of Guineans have received further education through long-term and short-term technical training programs. Much remains to be done in building up a critical mass of trained Guineans who will be able to reconstruct the economy.

Though not a major actor in the area of human resources development in Guinea-Bissau, certainly when compared to the Soviet Union and Eastern Bloc nations, which in a given year might send out more participants than those trained in the overall U.S. assistance program, the U.S. Government, primarily through the Agency for International Development has since 1977, provided resources aimed at building up a cadre of skilled individuals in priority development areas. The first training program, the Development Training Program for Portuguese-speaking Africa (DTPSA), trained 163 Guineans at the associates and bachelor's levels and of that number placed approximately 95 participants in nondegree and technical programs. In the training programs that followed, both centrally and bilaterally funded, training at those levels continued. A few were trained at the masters and doctoral levels. The participants continue to receive their training in institutions in Africa, Portugal, and the United States, with a few trainees in Brazil.

In many ways it has been a successful program, due in very large part to the Guinean participants themselves, who although usually at severe disadvantage in terms of language and academic preparedness, have worked extremely hard to complete their programs and return home and often hold key middle- and upper-level positions within the government. They return home with a great sense of achievement and are accorded the status of those first few who have attained higher education and are in a better position to move the country into a better future.

There have, of course, been some failures that are of great concern to both the U.S. and Guinea-Bissau Governments. For example, those who were not able to complete their programs and had to be withdrawn for academic and other reasons provide opportunities for valuable lessons on who should be selected for what types of programs. Inappropriate selections result not only in the loss of valuable resources for the GOGB but on the human level often result in the loss of self-esteem and dignity for the individual--something that is often difficult to recapture. The GOGB and USAID are also concerned about the relatively large numbers who have chosen not to return home after completing their programs and have remained in Portugal and in the United States. This evaluation provides an opportunity to address these issues and will make recommendations of ways to minimize these occurrences through more careful planning and selection. The issue of English language training is extremely important, and though it is outside of and yet related to selection issues, accounts to a very large extent for the failures and certainly the difficulties participants have in completing their programs in a timely fashion in the United States.

Given the bold and decisive steps the country is taking in terms of economic reconstruction, there has probably not been a better time for the United States to assess the assistance it has provided to Guinea-Bissau in human resources development, identify the strengths and weaknesses in the program, and, based on that assessment, take the appropriate and more responsive future course of action. Human resources development, not unlike economic

restructuring, is a long-term, dynamic process. While it is hoped that this evaluation will identify some of the major issues in the past and present training programs, the idea is to also lay the groundwork for assessments and adjustments in the future.

One major issue for future investigation not addressed as a part of this exercise is the cost-effectiveness of the training. That the training provided, particularly in the United States, for Guinea-Bissau has been very costly in relative terms is quite evident. Training for English proficiency alone has taken most participants from 9 months to 1 year. Special tuition often became necessary as was the need to take the TOEFL exam several times during the course of training. Extensions on programs from inadequate academic preparation and sufficient language skills have been required; worse still has been the need to withdraw students who, after spending as much as 18 months of English training, either never make it to their academic programs or are forced to withdraw because of their inability to keep up with the pace. Time and effort put into repatriating both unsuccessful and successful participants can be quantified.

This evaluation identifies the problems and recommends corrective actions. Future evaluations can examine the extent to which corrective actions were taken and assess whether or not there is a correlation between better selection and lower training costs.

III. Summary of Findings and Recommendations

Following are the major findings and recommendations of the evaluation team.

Number of A.I.D.-Sponsored Guinea-Bissauans

Findings

- While there are discrepancies in the records of USAID/Bissau, A.I.D./OIT, and contractors interviewed on the number of Bissauans trained under A.I.D. sponsorship, the evaluation team has concluded that between 300 and 400 participants (excluding in-country trainees) have benefited from such training. Utilizing the data obtained from OIT, 86 percent of the training was in the United States and 14 percent took place in third countries, including Portugal, Brazil, and other African countries. (Under reporting in OIT records is primarily in the area of third country training. In a 1988 USAID/Bissau report, third country training accounted for about 48 percent of those trained.) Sixty-six percent of those trained were at the bachelor's level, 23 percent were placed in associate degree programs, and 10 percent were in master's programs.
- Compared to other donors, the United States trains relatively few Guineans. Based on 1988 figures provided by officials of the Government of Guinea-Bissau (GOGB), 92 percent of the training that year was provided by the Soviet Union and the Eastern Bloc, with the United States contributing less than 1 percent that particular year. Even during those years when the USAID program was larger, training in the Soviet Union and Eastern Bloc has been 60 percent and upwards.
- Twelve percent of those trained between 1977 and the present, according to OIT's list, were women.

Recommendations

- Efforts to compile and consolidate accurate data on A.I.D.'s sponsorship of Bissauans should continue and be kept up to date. Correcting and updating OIT's computerized records would probably be the best approach to the exercise, with periodic requests to OIT for printouts to suit the Mission's particular information needs. OIT is already set up to provide such a service to Missions. USAID's records can then be reconciled with those of the GOGB.

The Planning Process

Findings

- The GOGB has not assessed its human resources development needs and priorities, based on which donors like USAID might plan more effective programs to assist in the development of human resources in Guinea-Bissau. The need for such an assessment is seen as essential by USAID, the GOGB, and other donors. The evaluation team was informed that UNDP is planning on doing some type of training needs assessment.
- For long-term degree training, nominations are solicited for candidates to study in areas that have been established by USAID. These areas have been broadly defined as those fields that are development oriented and complement the goals and strategy of the USAID/Bissau program and

strategy. The priority areas have been identified as agriculture and in management-related skill areas. Most, though not all, of the training fell under those categories. GOGB priorities are in the areas of agriculture, tourism, commerce, mining, human resources management, energy, and administration.

- There is currently little rationale for most of the short-term training financed by USAID. Requests for short-term training are initiated by individual offices within the GOGB. Supervisors and prospective candidates hear of different courses taking place and approach USAID for funding. Those requests are then screened by the Interministerial Selection Committee.
- While no group has yet been identified to represent and coordinate the training needs of the private sector, the GOGB opens all opportunities to the private sector and advertises scholarships in all media. The new Africare project will be able to address the underrepresentation of the private sector in training programs financed by USAID.

Recommendations

- Priority must be given to completing some sort of study or assessment that will rationalize human resources development activities in Guinea-Bissau. The study should look at what has been done to date and the whereabouts of those trained. It should identify priority areas and resources available and required to address the gaps. To facilitate the planning of USAID-sponsored training, the assessment can be sectoral, focusing, for example, on needs within the agricultural and private sectors, two of USAID's priorities.
- USAID/Bissau should build into the design of any future major human resources development programs a requirement that training be planned and justified prior to the disbursement of funds.

The Selection Process

Findings

- It is the conclusion of the evaluation team that the selection process has been the weakest link in the training program. Most of the problems identified related to the nonreturn of participants, academic withdrawals, language problems, and inappropriate programs, can be traced to a weakness in the selection process. It has been the observation of all those receiving participants from Guinea-Bissau that they enter their programs already at a severe disadvantage because of problems of language and general preparation. Even compared to students from other Portuguese-speaking countries, Guinean participants have a more difficult time.
- Selections of older and more mature participants with at least a couple of years of work experience and those connected with projects seemed to have resulted in the most positive and successful training experience.
- The GOGB has a National Committee, comprised of various government ministry representatives and members of the Party and youth organization, which meets once a year to match requests for training with resources available from all donor sources. Prior to the establishment of the Interministerial Selection Committee, USAID participants were selected through that mechanism.

- In April 1989 an Interministerial Selection Committee was established "...to ensure that all participants are selected in an equitable and appropriate manner in order to carry out the development goals of the Governments of Guinea-Bissau and the United States." The Committee is chaired by the Ministry of Plan and is comprised of another representative from the Ministry of Plan, the Ministry of National Cooperation, the Ministry of National Education, and USAID. There is a seat on the committee for a representative from the private sector but that individual has not yet been identified.
- It is the definite feeling of all parties interviewed that the creation of the Committee is a very positive step forward. The GOGB officials have indicated that they would like to replicate the mechanism in other donor-supported activities. The Committee takes its role seriously and has met several times since its creation. Training criteria combine the GOGB criteria with that of USAID. Efforts are made to adhere to the criteria.
- According to the GOGB, there is no discrimination in the selection of candidates for training based on sex. Both the GOGB and USAID would like to increase the participation of women in the training program.

Recommendations

- Now that the Committee has been established and the benefits of having such a mechanism are appreciated across the board, consideration should be given to broadening the mandate of the Committee to include other training issues. The Committee should agree to meet at least quarterly to receive a report from USAID on the status of those in training, any issues the Committee should act on, the completion dates and expected return dates, reports on recent returnees, their deployment and employment status, and periodic updates on the followup of older returnees. Matters related to planning and selection will also be on the agenda. The idea is that training will be seen as a process that goes beyond selection to concerns about utilization, motivation, conditions of service, and planning.
- Secondly, and of extreme importance, someone on the Committee should be designated as the official Secretariat and have the responsibility for recording the deliberations of all meetings in the form of minutes and distributing the minutes to all committee members and to the official files not more than 1 week following the meeting. The Committee has been convened and agreed on in an official manner and is a decision-making body. The deliberations should be recorded officially and should be a part of the official record for future evaluators and auditors.
- Advertising for and screening of participants should be improved to ensure that the best possible candidates are being selected. Announcements of training opportunities should be widely advertised and mechanisms should be established for careful and thorough screening of candidates.
- Additional efforts should be made to ensure that eligible women are encouraged to apply for training and that any constraints to increased participation on the part of women be continually addressed. Participation in in-country programs and short-term training should be encouraged, especially where academic programs are not feasible.

Appropriateness of Fields, Training Location and Duration, and Levels of Study

Findings

- From the interviews conducted, it appears that most of the students received what they expected in their training and had little difficulty in either being placed in jobs upon their return or resuming their previous employment and utilizing their skills. There were some instances of students training in areas unrelated to their current employment because they were either offered the training opportunities by other ministries or departments or were matched with available opportunities. A tighter planning and selection process would eliminate these occurrences.
- The training received in the United States, Portugal, Brazil, or other African countries was all seen generally as beneficial and of high quality.
- The vast majority of the students (66 percent) received B.Sc. degrees with another 23 percent obtaining A.A. degrees, 10 percent in master's programs and 1 percent in Ph.D. programs. Limited in-country training has also been provided. While seen as useful in terms of building up the human resources base in Guinea-Bissau, the A.A. and B.Sc. degrees were recognized as being very general and limiting, with, in many cases, minimal opportunity for skills utilization on the job upon completion.
- Observation tours, short-term training when properly planned, and in-country training were seen as having more direct and immediate benefits by both participants and supervisors.
- Project-related academic training appears to have been more effective than the general training programs. The rate of return for project training is said to be 100 percent (though the team was unable to substantiate this due to the lack of data) and the level of job satisfaction and enthusiasm seem to be higher. This can be reliably attributed to very clear definitions of the employment position, more clearly directed training, definite utilization upon return, and other resources available through the project to support the training received (e.g., technicians, materials, equipment, vehicles, houses, etc.).
- There was across-the-board recognition of the benefit of in-country training though very little has been done to date under the USAID programs.

Recommendations

- The United States comparative advantage for students from countries like Guinea-Bissau is not in undergraduate training. USAID should limit future B.Sc. training to individuals connected with projects and other very specific and justifiable cases, such as those mature and experienced individuals primarily in the agriculture sector. Students requiring technical skills should be placed in programs in Portugal or countries whose systems allow for focused technical first degrees rather than the United States where the B.Sc. is a more general degree.
- Short-term technical training should be more carefully planned and selected to enhance job performance and complement B.Sc. training. USAID, or designated contractors, will have to play a more active role in planning and identifying short-term training. It should be kept in mind and stressed to candidates that short-term training programs are usually

very intensive. They are, therefore, not appropriate and will hold little meaning for participants with limited English skills.

- M.Sc. degree training should now be considered for those who have completed their first degree, have been home and working for at least 2 years, require more research and specific job-related skills, and hold key positions in the economy in areas consistent with USAID strategy and GOGB priorities. Among the returnees from first degree training in the U.S., there is a growing pool of qualified, tried, and tested participants with strong English capability who would qualify for this level of training.
- The use of carefully planned observation tours should be increased for high-level officials needing to address specific problems or USAID-supported policy directions (such as exposure to the private sector, privatization, cooperatives, revenue generation, and credit facilities).
- More emphasis should be placed on in-country training because many times training needs can best be met through such programs and more people can be reached at one time. In addition to the work that Africare will be doing in its project, mechanisms should be identified for the planning and execution of in-country programs. Local training institutions, third country institutions such as IATA in Portugal, and appropriate returned participants could be utilized in developing these programs. Central mechanisms, such as a buy-in to HRDA through A.I.D. might also be available and should be explored.

English Language Training

Findings

- In addition to selection, English language training is the other key constraint and weak link in the training process. Information provided by the American Language Institute at Georgetown University (ALIGU) indicated that more than 70 percent of the participants in their program from Guinea-Bissau experienced severe difficulty in learning English. Ninety percent were determined to be unprepared to enter their academic programs at the end of their English training. ALIGU and other English language centers in the United States were established to help students brush up on their English skills rather than to teach English from scratch. Guinea-Bissau students at ALIGU stood out in the memory of the staff because of the extreme difficulties they faced with learning English.
- There is a strong desire on the part of Bissauans to become proficient in English in addition to French and Portuguese. A lot of the technical material that they receive and desire is in English and they are increasingly feeling the need to be able to communicate in English to enhance their own development potential. There is currently very little English language training going on in the country and what there is, is not very effective. Students who go to the United States for training often leave with little to no English skills.
- Most students who completed English training felt that less than 6 months in intensive language put a tremendous amount of pressure on them to learn the language and is probably unrealistic. Even 1 year appeared to have been insufficient for English language proficiency.
- ALIGU was felt by almost all to be a program of very high quality about which there were no complaints. Students felt they learned English faster when they were forced to speak it and were not with a lot of their compatriots.

- Those students who could not gain proficiency in English fast enough were successful when transferred to a Portuguese-speaking country.
- Those returnees who mastered English lamented that they were losing their hard-won skills once they returned home because they had no access to English materials and little access to English speakers.

Recommendations

- If USAID continues to train Bissauans in the United States, some facility for English language training should be established in Guinea-Bissau. Those going to the United States for training would utilize the facility to achieve a level of proficiency before departing (at least a 450 TOEFL score, preferably a 500) and those returning with English skills could have access to reading materials and English speakers in order to maintain their proficiency. Peace Corps may be able to assist with such a center, projects could contract out for English training for their participants, or it could be made a component of any future human resources development program. Alternatively, all projects could contribute funds to the establishment of a center. The center should be designed for sustainability; ALIGU and other English language centers could assist with the design of the center.
- Participants should be carefully screened to assess their suitability for United States training. Potential success in a training program and success at learning English and adapting to the culture of the United States do not always go hand in hand. Portugal or Brazil may be better suited for many a bright candidate. As much as is possible, this should be determined during the selection process.
- Except for observation tours, where the participants can travel with a French, or Portuguese-speaking escort, short-term training in the United States for those with little or no English should not be offered.

Return of Participants

Findings

- The GOGB is very concerned about the large number of nonreturnees, which according to their record on all training, runs as high as 50 percent. Figures from the African-American Institute, the contractor which handled most of the Guinean participants, show that the nonreturn rate under one project was 28 percent, with a 10 percent nonreturn rate under the largest training project. (That same project had a 12 percent withdrawal rate of participants whose training was terminated for academic or health reasons.)

Recommendations

- USAID/Bissau should draft a letter from the U.S. Ambassador to Guinea-Bissau to the Minister of Foreign Affairs, explaining the problem of nonreturn and requesting the assistance and cooperation of the GOGB Mission in New York in repatriating participants. The aims of the training program and the policy regarding return to the home country following training should be explained.

Management of the Training Program by USAID and Contractors

Findings

- The management of the training program by USAID has been in a state of transition for the past year and a half owing to the turnover in staff, the fits and starts in the USAID program in Guinea-Bissau, and the difficulty in finding suitable staff. During much of the period of transition, records have not been adequately kept and some files have been sent to Washington. When the present Director came, she suspended all training pending the development of a more rational and equitable approach to training selection.
- Given the staffing and resources constraints, the history of the USAID/Bissau program, the difficult environment under which the staff works, the cumbersome process of getting funds and airline reservations, and the communication constraints both in language and facilities available, the USAID/Bissau staff have performed admirably well in administering the training program over the years. The present staff has extremely limited absorptive capacity for future programs.
- There is no Portuguese-speaking proficiency in the current training staff. There is French-speaking, which facilitates communication with some of the government officials, but many of the participants, including some that were interviewed for this evaluation, only speak Portuguese and crioulo. This has impacted, for example, on orientation, since written orientation materials are in English; a clear understanding, in some cases, of training being requested; and a more accurate assessment of participants' abilities.
- The GOGB looks to and is responsive to USAID leadership on the Interministerial Selection Committee. The success of the Committee will depend on the continued leadership and active participation of the USAID Training Officer.
- Time and language constraints will continue to confine the work of the Training Officer to mostly the administration of the training program.
- No composite and accurate record of persons trained under USAID sponsorship is available in the USAID/Bissau office.
- Suggested lead times in processing training have not been adhered to for the most part.
- The African-American Institute (AAI) has handled the training of the majority of A.I.D. participants (48 percent), followed by the U.S. Department of Agriculture. By almost all accounts, the African-American Institute and Partners (PIET) have managed the program in an effective manner. USDA was considered to be a weak contractor and has now been eliminated as one of OIT's contractors.

Recommendations

- Current plans to turn the training program over to the new Assistant Training Officer should proceed in a gradual manner. Having no French or Portuguese speaking capability seriously constrains her effectiveness in the job. USAID/Bissau's support of her Portuguese class is applauded and essential. She obviously has the interest and the capability to do the job but will require about a year to become proficient.

- While in training as the Training Officer, the incumbent should participate in all training matters, attend the next training workshop sponsored by OIT, and visit training sites, including project sites.
- Since current training staff are based in Guinea-Bissau in temporary status, efforts to identify a Guinean Training Officer, either in-house or outside should be continual. It is always advantageous to have that position held by a national of the country for ease of access and language, knowledge of the culture and environment, knowledge of the educational system first hand, and for the sake of continuity so strongly required in the area of human resources development.
- USAID/Bissau should give priority to developing and maintaining an accurate listing of participants for tracking, monitoring, and followup purposes. Someone should either be hired locally through local currency to undertake the assignment under the direction of the Training Officer and with her participation or assistance should be requested from outside. The evaluation team will explore with the Africa Bureau and OIT possible mechanisms for funding this essential undertaking.
- Some type of gathering for the returned participants should be planned yearly or at least every other year, to bring participants together. More efforts should be made to contact returnees immediately upon return from training if they do not come to the USAID offices. The Training Officer should make sure that those eligible have been enrolled in professional societies and are receiving their journals.
- The Training Officer should become actively involved in the new Africare project and all other project-related training.
- Orientation materials in Portuguese or crioulo, if possible, or French should be prepared or obtained to provide those participants unable to understand those materials written in English a better orientation to their training programs and locations of training. OIT and AAI have indicated their willingness to assist in securing or developing the material, upon Mission request. Audiotaped information in Portuguese or crioulo could be developed at low cost. Utilizing one or two returned participants for this could be very effective.

IV. Brief Description of A.I.D.-Funded Training in Guinea-Bissau from 1975 to Present

The U.S. Agency for International Development (USAID) has been funding training programs since 1975 through regional, centrally funded, and bilateral projects. Centrally funded training was provided through (a) the Development Training Program for Portuguese-speaking Africa (DTPSA); (b) the Development Education for Portuguese-speaking Africa (DEPSA) project; (c) the African Manpower Development Project (AMDP), (d) the African Graduate Fellowship Program (AFGRAD); (e) the Grasshopper/Locust Emergency Assistance; and (f) the Family Health Initiatives II (FHI II) project.

Project-related training was funded under the (a) Agriculture Development Project (657-0002); (b) the Food Crop Protection Project II and III (657-0007, and 657-0012); (c) the Rice Production Project (657-0009); the South Coast Agricultural Development Project (657-0010); and the Technical Skills Training Project (657-0011).

A total of approximately 300 to 400 Bissauans received training through long-term academic programs, short-term technical training, and observation tours in the U.S. and third countries. Approximately 100 Guineans have participated in in-country seminars and workshops. The largest number of Guineans (60 percent in 1980 and 92 percent in 1988) train in the Soviet Union and Eastern Bloc.

A. Centrally Funded Training

1. The Development Training Program for Portuguese-speaking Africa (DTPSA)

This project began in 1975 and provided training to 169 Bissauans. Thirteen percent were women. The objective of the project was to provide priority development-related postsecondary education and training in African and American institutions for Portuguese-speaking Africans. As stated above, this program was centrally funded; however, the Mission participated in the selection and processing of participants. Selection was done through an interministerial committee chaired by the Ministry of Education.

Quite a number of participants selected for training under the first wave did not have the appropriate educational background for the fields of training chosen and required extensions in order to complete their programs. In some cases, participants had to be repatriated or sent to Portugal in order to complete their training programs. At the request of the Government, a number of specially-tailored nondegree programs were developed for participants from the GOGB Ministry of Fisheries. All 22 participants had great difficulty in pursuing their programs. The University of Rhode Island was consequently invited to develop a special program to accommodate the needs of the Guineans. Among the 22 participants were 2 CESSNA pilots who completed their training and returned to Bissau in 1980. Five participants withdrew from the program for academic reasons; 1 was repatriated for health reasons; and 14 completed their training and returned to Bissau.

Given the academic and language problems of the Bissauan participants, the GOGB requested third country training in Africa, Portugal, and Brazil. Sixty-eight percent of the training, took place in Africa, Portugal, and Brazil. The Government of Guinea-Bissau perceived training in Africa not only as a way to provide technical skills to the participants but also to help them develop long-term ties within Africa that could be useful in future trade and other cooperation agreements. Preference was for French language and subsequent training in francophone Africa. Participants selected for training in

francophone Africa received intensive language training from the University of Dakar and the Ghana Institute of Languages. A total of 16 Bissauans received training from Nigeria, Mali, Togo, Senegal, and Tunisia.

Between fiscal year 1978 and fiscal year 1980 about 97 participants were in teacher training programs and long-term internships (more than 1 year) in Portugal. Three participants were placed in programs in Brazil. One USAID training report shows that 90 percent of all participants trained have been repatriated.

2. The African Manpower Development Project II (AMDP) (698-0433)

This project was the successor of the DTPSA project. It provided \$840,000 between fiscal year 1985 and fiscal year 1987 for long- and short-term training in the United States and third countries and also in-country training.

Three participants were nominated for academic training at the undergraduate level in the U.S. in agronomy, rural sociology, and business administration. The participant who studied agronomy performed well, while the other two were not able to meet the language requirements to enter the university. One was repatriated and the other was sent to Portugal to attend a 1-year nonacademic program. Funds were provided under this project to enable a fourth person, project-funded, to complete his B.S. training. Another participant sponsored for a nonacademic program in journalism had to be terminated due to the unacceptable behavior with his professors. Fourteen participants received short-term training of 1 to 2 months duration in the United States. Training was in fields such as dairy processing, fisheries, telecommunications, and computer programming.

Two long-term participants received training in third countries in rural extension and medicine. Four received long-term nonacademic training in administration, accounting, engineering, and general surgery, and 15 attended short programs in agriculture, health, livestock, and the private sector in third countries.

Three in-country seminars were funded under this project. The first was a 10-day forestry seminar for 25 forestry guards conducted with the cooperation of the Portuguese technical assistance program; the second was a 3-day food preservation seminar provided by Tuskegee University for agricultural extensionists of the Ministry of Agriculture's Agricultural Research and Development Program (DEPA). Twenty-one extensionists, of which nineteen were women, attended this seminar. The third seminar was a 1-week seminar which provided repair and maintenance training for 15 mechanics working at the National Crop Protection Center.

The AMDP project thus provided training for a total of 100 participants from Guinea-Bissau.

3. The African Graduate Fellowship Program (AFGRAD) III (698-0455)

The goal of the AFGRAD project is to strengthen the capacity of public and private institutions in Africa to achieve development objectives. Although the AFGRAD program generally provides training at the graduate level, Guinea-Bissau, with no national degree granting university in the country, is one of the few countries allowed to do undergraduate training under the project. AFGRAD II, through its undergraduate component, DEPSA, trained 18 Guineans at the associate and bachelor's levels. Five of the 18 withdrew for personal and academic reasons. The AFGRAD III (AFDEP) project, which should have ended in 1989, has been extended for 1 year; therefore over the 6-year life of the

project, USAID/Bissau will have trained 18 Guineans at the graduate and undergraduate levels (the last intake of three participants will be selected in November 1989).

4. The Technical Skills Training Project

The purpose of this project is to assist the GOGB in attracting international resources for agroindustrial private sector investments through technical assistance and training in enterprise management for public and private sector managers. Training provided under this project is mainly in-country training. About 34 business managers and management assistants have received training under this project. One participant received training in teaching techniques from the United States and four were sent to Portugal for accounting and secretarial training as well as English and Portuguese language training. A total of 39 participants have so far been trained under this project.

5. Family Health Initiatives II (698-0462)

The purpose of the project was to assist the Ministry of Health to expand family planning services to the eight regional centers. Four senior-level Ministry of Health employees received short-term training in Brazil and eight others were programmed to participate in JHPIEGO or similar courses. This project concluded in December 30, 1988 and provided only \$15,000 for these third-country activities. In-country training activities were to be performed under an IQC, but the contractor was unable to perform services prior to the project's completion. Total project value was \$100,000.

6. Grasshopper/Locust Emergency Assistance (698-0517)

This project has provided short-term third country training to members of the National Crop Protection Service to observe grasshopper and locust control programs in other countries. Four participants have benefited from this program.

B. Bilateral Project-Funded Training

1. The South Coast Agricultural Development Project (SCAD) (657-0010)

The purpose of this project is to build an institution capable of planning, designing, constructing, and operating small-scale rice production farming systems. This project provided limited participant training, as the Agriculture Development project that preceded it provided long-term degree and nondegree training for Bissauans who were expected to return and work on the SCAD project. The SCAD project provided long-term training for four participants in the United States (three have returned and are currently employed on the project; one is still in training), nonacademic training in third countries for four participants, and two observation tours.

2. The Food Crop Protection Project (657-0012)

The project endeavors to strengthen the National Crop Protection Service's capability to develop and direct a crop protection program using integrated pest management strategies. The project has funded 5 participants for long-term training in the United States and 10 senior staff for short-term technical training to enable them to acquire the skills needed for their jobs.

3. The Rice Production Project (657-0009)

The project's objective was to help small farm families in the Contuboele region to increase their production of rice and other grains. The project provided long-term training for four Guinean project counterparts and specialized short-term training for 13 participants. Three have returned and are currently employed by the project. The status of the fourth is unknown. The project concluded on September 1987.

A.I.D.-Funded Training for Guinea-Bissau

Project	Academic	Nondegree and Technical	Withdrawals	TOTAL
I. Development Training Program for Portuguese-speaking Africa (DTPSA) (Nonreturn = 17 or 10%)	48	95	20 (12%)	163
II. African Graduate Fellowship (AFGRAD)				
AFGRAD II (DEPSA)	13	0	5 (28%)	18
AFGRAD III (AFDEP)	15 (12 currently in training)	1	0	16
III. African Manpower Development Project (AMDP)	5	23	2 (7%)	30
IV. Technical Skills Training	0	5	0	5
V. South Coast Agricultural Development	4	6	0	10
VI. Food Crop Production 657-0012	5	10	0	15
VII. Rice Production 657-0009	4	13	0	17
VIII. Family Health Initiatives II (FHI II) 698-0462	0	4	0	4
IX. Grasshopper/Locust Emergency Assistance 698-0517	0	4	0	4
TOTAL	94	161	27	282

V. Evaluation Findings and Recommendations

A. Number of A.I.D.-Sponsored Guinea-Bissauans

Efforts to ascertain the exact numbers of Guineans trained under A.I.D. funding were not entirely successful. Within A.I.D., the USAID/Bissau Mission and the Office of International Training (OIT) have responsibility for maintaining a current listing of Guineans trained and each have begun to compile and update the information. OIT has computerized records of A.I.D.-sponsored Guineans and depends on USAID/Bissau and contractors to submit the data on participants for input into their computerized files. The extent to which third country training data are included in OIT's list depends entirely on the information being provided by the Mission. The capability of the OIT system is quite impressive and could be extremely useful to the Mission if it is updated regularly and requested. The listing on Guinea-Bissau participants provided by OIT is attached to this report as Appendix 2.

USAID/Bissau has begun in the last 2 to 3 years to compile listings of participants trained, though there is not yet one composite list or compilation of all those Guineans trained since 1977. This seriously constrains effective monitoring, evaluation, and followup of USAID's assistance to human resources development in Guinea-Bissau. The Government of Guinea-Bissau (GOGB) has its own records of USAID-sponsored training, which have not been reconciled with USAID's records. Figures provided to the evaluation team were for U.S. long-term and short-term training since 1973. It was not clear whether the GOGB maintains records of U.S. third country training, which accounts for a significant portion of all U.S.-sponsored training.

All contractors interviewed appeared to keep very accurate records of participants for whom they are responsible. Their lists are computerized and available to the USAID/Bissau upon request. The African-American Institute indicated that they provide the information to the Mission as a matter of course.

While discrepancies exist in the records of all the parties involved in the training program, an examination of the records provided led the evaluation team to reliably conclude that between 300 and 400 Guineans have benefited from short- and long-term training in the United States and third countries since the inception of the program. The evaluation team's own count totaled 282 participants. (In-country training figures are not included.) Statistics on the type of training provided differ depending on whose data one reviews. Utilizing OIT's data, 86 percent of the training took place in the United States and 14 percent took place in third countries. Their data also show 66 percent at the bachelors degree level, 23 percent at the associates degree level, and 10 percent at the masters level. However, information obtained from a 1988 report by USAID/Bissau, which includes records on third country training, show 48 percent third country training, which is probably a more accurate percentage. The GOGB's figures for U.S. training would be 44 percent of all training recorded, which would leave 56 percent in third country training, which, while not matching USAID figures, is closer than that of OIT. Once third country figures are fed into OIT's system, the statistics should change and become closer to USAID's and the GOGB's figures. A two-week effort on the part of someone could easily result in a near-accurate, if not totally accurate, compilation.

OIT and USAID's lists show 12 percent and 13 percent women trained, respectively, under the program. It is not a bad showing compared to some other countries and more importantly to the pool of women candidates available

for training. The percentage could and should increase through a more aggressive and creative program on the part of USAID and the GOGb, who indicated their desire to match the number of women trained with the policy, which in theory, does not discriminate against women when it comes to training.

The private sector has not yet benefited directly from USAID-sponsored training. While there is the desire on the part of both governments to address private sector needs, until recently there was no mechanism in place to do so. With the approval of the Interministerial Selection Committee, on which there is a seat for a private sector representative (not yet identified), and the approval of the new Africare Vocational Skills Training Project which will target its assistance to skills training for the private sector, efforts to seriously address the sector are beginning.

Recommendations

- Efforts to compile and consolidate accurate data on A.I.D.'s sponsorship of Bissauans should continue and be kept up to date. Correcting and updating OIT's computerized records would probably be the best approach to the exercise, with periodic requests to OIT for printouts to suit the Mission's particular information needs. OIT is already set up to provide such a service to Missions. USAID's records can then be reconciled with those of the GOGb.

B. The Planning Process

By all accounts, including that of the GOGb, there has been no assessment of human resources needs and priorities, based upon which donors, including USAID, might plan more effective programs that address in a more rational fashion those priorities identified. This constraint to the design of appropriate programs has been identified many times by government officials and donors alike. To date, little has been done to address it in a more active fashion, though we were told that the United Nations Development Program (UNDP) is working on a human resources study.

Almost all involved in the training process admitted that fields and courses are selected arbitrarily based on areas identified, though not specified nor quantified, in GOGb and USAID planning and strategy documents. Little has been done to specify sectoral resources or needs. USAID has identified agriculture- and management-related skill areas, which are consistent with GOGb priorities, as the areas in which it will target its training assistance. Whether it is targetting the right positions and training programs within the sectors has not been assessed and cannot be reliably assessed until a plan outlining needs and resource gaps has been formulated.

For long-term training, nominations are solicited for candidates to study in the areas identified. Candidates submitted have sometimes come straight out of high school or have been force-fitted into the categories, without any indication of interest in or commitment to the particular field selected, or more importantly, in terms of planning, an indication of how and where the individual will be utilized upon completion of training.

Short-term training proceeds in an even less rational fashion. Here, the requests are primarily initiated by individuals within the GOGb based upon courses, seminars, or workshops that they hear about or learn about from brochures or announcements. Outside of project training, little has been done to critically assess short-term training needs, though it has accounted for a substantial amount of USAID-financed training (57 percent). Contractors such as the Partners for International Education and Training (PIET), in addition

to placing and monitoring short-term participants, can also participate in needs assessments for planning purposes.

Recommendations

- Priority must be given to completing some sort of study or assessment that will rationalize human resources development activities in Guinea-Bissau. The study should look at what has been done to date and the whereabouts of those trained. It should identify priority areas and resources available or required to address the gaps. To facilitate the planning of USAID-sponsored training, the assessment can be sectoral, for example, focusing on needs within the agricultural and private sectors, two of USAID's priorities.
- USAID/Bissau should build a requirement that training be planned and justified prior to the disbursement of funds into the design of any future major human resources development programs.

C. The Selection Process

It is the conclusion of the evaluation team that the process for selecting candidates for training is one of the weakest links in the training program. Until very recently, there was no process in place to ensure that the most appropriate and qualified candidates were solicited or selected for training. The process employed over the years was arbitrary, subjective, and sometimes political. Most of the problems identified related to nonreturn of participants, academic withdrawals and extensions, language problems, inappropriate programs, unrealistic expectations, can be traced to a weakness in the selection process, which flows from the planning process.

In the early years of the training program, particularly under the Development Training Program for Portuguese-speaking Africa (DTPSA), candidates were young, just out of high school or National Service, with little to no work experience or experience outside of Guinea-Bissau. Most only spoke Portuguese or crioulo. Many were academically weak. A national committee, comprised of government officials and representatives from the Party and youth organizations, met once a year to match requests for training with resources available from all donor sources, including USAID.

In January 1989, the then-new A.I.D. Representative, concerned by what appeared to be an arbitrary approach to the selection of participants, initiated discussions and in February drafted and submitted to the GOGB a proposal for a joint USAID/GOGB Selection Committee. Selection criteria for all USAID-sponsored training, based on a Mission Order developed with the assistance of REDSO/WCA at the request of the Mission also was proposed. Any new training was put on hold pending the establishment of the Committee. In April, following minor revisions of USAID's submission, the GOGB approved the proposal and the Interministerial Selection Committee was established. It has been meeting regularly since that time. The meetings are not officially recorded, though there are some notes in USAID files on some of the deliberations.

The Committee has six representatives from the following offices:

1. Chief of Studies' Cabinet in the Ministry of Plan (Chair)
2. Chief of the HRD Department in the Ministry of Plan
3. Director, Secretariat of State for International Cooperation

4. Chief, HRD Department in the Ministry of National Education
5. USAID Representative
6. Private Sector Representative

The Committee's purpose is to implement USAID's training program. Its functions are as follows:

1. Review and publicize all training opportunities presented to it by USAID.
2. Review all completed dossiers of all candidates presented for each training activity to be funded by USAID. Candidates names may be submitted either through the Ministry of Education or through USAID.
3. On the basis of their review, select candidates and alternates for each training activity.
4. Present names and completed dossiers of candidates to USAID or its designee for approval.
5. Review and approve, in general, all in-country seminars.

A comprehensive set of "Procedures for the Selection of USAID Participants" was developed and is attached to this document as Appendix 5. Included are criteria for selection for long- and short-term training inside and outside the country. USAID's selection criteria require:

1. Guinea-Bissau citizenship
2. Fifteen to twenty years of active service remaining after training
3. Strong academic credentials
4. TOEFL score of 500 or above
5. Sufficient maturity for proper representation abroad
6. Good health as certified by physician recognized by USAID
7. No USAID-funded training in previous 3 years

The GOGB's own criteria require, in addition, that priority be given to those who fought in the war of liberation, those with government experience, and those who have served the Party.

The GOGB, USAID, and contractors all feel that the creation of the Committee has been a positive step forward. The meetings are taken seriously by all participants and attempts are made to adhere to most of the criteria. The utility of such a Committee is so recognized by the GOGB that some officials indicated that they would like to replicate the model with other donors. The requirement of strong academic credentials is not clearly defined and still leaves room for interpretation and flexibility. The criterion of a TOEFL score of 500 or above is not adhered to at all. Because there is no English Language Center in Guinea-Bissau, most participants leave the country with almost no English language capability. No screening of participants is done to determine suitability for training in an English-speaking country rather than in Portugal or through an in-country program.

It is also clear that opportunities for scholarships are not advertised as widely as possible. This became very clear during the AFGRAD selections that were in process during the time of this evaluation. The decision had been made not to advertise broadly in all media for fear of the Committee being inundated with applications for only three training slots. While the team appreciates the time required to screen a large number of applications, it is the experience of the team and AAI that it is better to start with a larger pool and screen down than to begin with a smaller pool. What often happens in the latter instance is that what remains are not always the very best and most appropriate candidates.

The selection of candidates for project-related training appears to have been more successful than the general scholarship participants. The repatriation rate is 100 percent by all available indications. Candidates for project training are selected to fulfill certain specific human resources gaps within institutions that are involved in the particular project. The candidate departs knowing that his or her training is directly tied to the specific responsibility, that he or she will be definitely utilized upon return, and that there will be resources available through the project to support the training received, such as technicians, materials, equipment, vehicles, houses, and a relationship with the USAID Mission personnel.

The need to make adjustments regarding selection would become a priority to the Committee if its mandate were not limited to selection. A more effective Committee would address other training issues, such as utilization, motivation, conditions of service, and the planning process. Status reports on those in training, expected completion dates, and follow-up on returnees would be of interest to the Committee should it expand its mandate.

USAID plays a very key role on the Committee. Though the GOGB first proposed that the USAID role be one of an observer, it is clear that the Committee looks to the USAID representative for guidance and leadership. With the Committee members' desire for an effective training program, illustrated by the seriousness that characterizes their involvement, and USAID's continuing critical assessment of their training assistance, it appears that a proposal to make the Committee stronger would be supported.

Even before the establishment of the Committee, Contractors had noticed a more mature and experienced candidate than in the early years and a higher success and repatriation rate. While English language and academic preparation continue to be reflected in the difficulties Guinean students face, their maturity seems to translate into more diligence and seriousness.

Recommendations

- Now that the Committee has been established and the benefits of having such a mechanism are appreciated across the board, consideration should be given to broadening the mandate of the Committee to include other training issues. The Committee should agree to meet at least quarterly to receive a report from USAID on the status of those in training, any issues the Committee should act on, the completion dates and expected return dates, reports on recent returnees, their deployment and employment status, and periodic updates on the followup of older returnees. Matters related to planning and selection will also be on the agenda. The idea is that training will be seen as a process that goes beyond selection to concerns about utilization, motivation, conditions, and planning.
- Secondly, and of extreme importance, someone on the Committee should be designated as the official Secretariat and have the responsibility for recording the deliberations of all meetings in the form of minutes and distributing the minutes to all committee members and to the official

files not more than 1 week following the meeting. The Committee has been convened and agreed on in an official manner and is a decision-making body. The deliberations should be recorded officially and should be a part of the official record for future evaluators and auditors.

- Advertising for and screening of participants should be improved to ensure that the best possible candidates are being selected. Announcements of training opportunities should be widely advertised and mechanisms should be established for careful and thorough screening of candidates.
- Additional efforts should be made to ensure that eligible women are encouraged to apply for training and that any constraints to increased participation on the part of women be continually addressed. Participation in in-country programs and short-term training should be encouraged, especially where academic programs are not feasible.

D. Appropriateness of Fields, Location and Duration of Training, and Levels of Study

Data collected during interviews of returned participants in Guinea-Bissau show that the majority of returnees studied in the appropriate fields and that the training they received met their expectations. There were some cases where participants' fields of study were in areas that had little or nothing to do with their responsibilities prior to departure for training. This is a reflection of the planning and selection process discussed earlier. They generally indicated no problems with the training location. Some, especially short-term trainees, felt their programs should have been longer. Levels of study caused some difficulty for some of the participants; the issues are elaborated on below. Raw data compiled from the questionnaires administered have been tabulated and are presented in this document as Appendix 4.

All of those currently in training who were interviewed were pleased with their training location and the decision made on behalf of four of the five to enter a junior college before proceeding on to their 4-year institutions following their English language training programs. Those who attended the English language center in Tuscaloosa, Alabama, did not like the location because they found the environment to be racist. They also felt that placing more than one of them from Guinea-Bissau at the same institution has made the experience easier.

1. Duration of Training

It is not uncommon for participants in short-term technical programs to feel, as some of the Guineans participants did, that the programs could have been longer. Short-term programs usually compress a lot of material into a short time and must adhere to very strict time schedules in order to cover all of the material. This frustrates many participants and surprises them, especially if they are not properly oriented about the demanding nature of their programs before they depart. The complaint by many students that their English language training programs were too short will be addressed in the next section.

2. Levels of Study

According to data obtained from OIT, 66 percent of those in degree programs studied at the bachelors level, 23 percent at the associates level, and 10 percent at the masters level. Only one participant is pursuing a doctorate. These statistics accurately reflect a situation in Guinea-Bissau in which

there is a need to build up a cadre of Guineans trained at the first degree level. That USAID has concentrated its resources at that level is both logical and appropriate.

What returned participants and their supervisors are realizing is that first degree training in the United States is very general training. Comments from the interviews revealed that many of the participants, upon return to their places of employment following training, felt frustrated and constrained that the training received was not specific enough to address their very specific responsibilities. Their expectations of themselves as well as what they perceived as their colleagues' and supervisors' expectations were that they should be able to immediately apply their new skills to their work. Some of the returned participants interviewed are anxious to proceed on to further degree training; their supervisors expressed that they would welcome and support opportunities for further training for those returnees who distinguish themselves by their performance and commitment upon return, their maturity, and their performance while they were in pursuit of their first degrees.

It has been the experience of some of the contractors that more and more participants are putting pressure on them and the Mission to approve requests for them to proceed to the bachelors or masters level while they are still pursuing their original training objectives. In two or three cases, the precedent has been set for approval of visa extensions only, allowing participants to legally remain in the United States and continue further training at no additional cost to the Mission. (Recently, however, contractors were notified that enrollment in the Health and Accident Coverage will also be mandatory where those requests are approved.) Contractors felt that students do not enter training with a clear understanding of the policy that they can only pursue one degree objective. Once in training, and particularly if they perform in an outstanding fashion, they become persistent in presenting very compelling, though sometimes troubling, requests for extensions. Many times their Mission within the United States becomes involved and indicates support, as do advisors. What often results are bad feelings against the contractor, who is only trying to enforce a policy and practice.

Some students have opted to remain in the United States out of legal status to continue their training. One participant currently in training who was interviewed for this evaluation expressed his strong desire to obtain a masters degree before returning home. No amount of assurances to him that there would be opportunities in the future for excellent students like him to return to do a masters convinced him that his compelling and practical reasons to remain did not make more sense. From contractors' experience and revelations from some of the interviews, participants seemed to be anxious about whether, once they return home, they would really be able to leave again. They expressed that scholarships are political and depend so much on who you know. Hopefully, the Interministerial Selection Committee, with the improvements suggested in this document, could be seen as the mechanism that would minimize those fears.

The team observed that there are now returned participants who would be excellent candidates for further training in the future. They performed well in their first degrees, they are proficient in English (though some may require some brush-up), and they returned and worked long enough in jobs to show a level of commitment and understanding of their specific skill needs. Most of them and those who would not qualify for further training under U.S. sponsorship would also be suitable candidates for short-term technical training and in-country training specifically geared to address some of the specific skill needs that their degree programs could not address. A number of returned participants already have benefited from additional, short-term

training. One participant who went on what he described as a well-planned observation tour recommended that type of training as being appropriate for government officials and private sector representatives to see how specific problems they are addressing are tackled and policies implemented.

The United States' comparative advantage in training students from countries like Guinea-Bissau is not in first degree training. Training in agriculture in some areas may be an exception. Certainly for engineering, computer science, and other technical areas, participants would find most U.S. programs too theoretical. Pursuing such areas in most European systems and systems in the Third World modeled after the European systems, would probably be more appropriate for many students from Guinea-Bissau. Contractors indicated that U.S. universities will usually recognize those credentials for those who are qualified and approved to later pursue a masters or doctoral degree, where the United States does have a comparative advantage and the chances are greater for tuition scholarships.

Recommendations

- The United States comparative advantage for students from countries like Guinea-Bissau is not in undergraduate training. USAID should limit future B.Sc. training to individuals connected with projects and other very specific and justifiable cases, such as those mature and experienced individuals primarily in the agriculture sector. Students requiring technical skills should be placed in programs in Portugal or countries whose systems allow for focused technical first degrees rather than the United States where the B.Sc. is a more general degree.
- Short-term technical training should be more carefully planned and selected to enhance job performance and complement B.Sc. training. USAID, or designated contractors, will have to play a more active role in planning and identifying short-term training. It should be kept in mind and stressed to candidates that short-term training programs are usually very intensive. They are, therefore, not appropriate and will hold little meaning for participants with limited English skills.
- M.Sc. degree training should now be considered for those who have completed their first degree, have been home and working for at least 2 years, require more research and specific job-related skills, and hold key positions in the economy in areas consistent with USAID strategy and GOGB priorities. Among the returnees from first degree training in the United States there is a growing pool of qualified, tried, and tested participants with strong English capability who would qualify for this level of training.
- The use of carefully planned observation tours should be increased for high-level officials needing to address specific problems or USAID-supported policy directions (exposure to the private sector, privatization, cooperatives, revenue generation, and credit facilities.)
- More emphasis should be placed on in-country training because many times many of the training needs can best be met through such programs and more people can be reached at one time. In addition to the work that Africare will be doing in its project, mechanisms should be identified for the planning and execution of in-country programs. Local training institutions, third country institutions such as IATA in Portugal, and appropriate returned participants could be utilized in developing these programs. Central mechanisms, such as a buy-in to HRDA through A.I.D. might also be available and should be explored.

D. English Language Training

Apart from planning and selection, English language training is the other key constraint and weak link in the training process. For the perhaps 50 percent of all participants who train in short and long-term programs in the United States, it is a major challenge to the successful and timely completion of their programs. Yet, despite the challenge that it promises for most of the Guinean participants, there is a strong desire on the part of participants, their supervisors, and government officials in general for more Guineans to become proficient in and retain the English language. They see it as critical to the country's development as it gives them more access to resources and materials from the United States.

There is no facility within Guinea-Bissau, however, for the teaching of English. Organizations that would normally provide such a facility, such as the British Council and the U.S. Information Service (USIS), also are not represented in Guinea-Bissau at the present time. The U.S. Peace Corps just began a program in Guinea-Bissau in the past year. A smattering of English is offered as part of the high school curriculum and is also offered at some of the technical schools and institutes.

Almost all of the Guineans who received training in the United States since 1977 left the country with no English language skills. Many of those early students received some English language training in Ghana and Nigeria and other third countries before proceeding on to their programs. At a certain point, however, more and more students were coming directly to the United States for intensive English language training prior to entering their programs.

Many have been enrolled in programs at such facilities as the American Language Institute at Georgetown University (ALIGU), a program created by A.I.D. in 1948 (though it joined Georgetown in 1961) to provide English language training to A.I.D. participants. Others entered English language programs in different parts of the United States either connected to universities or in independent facilities. ALIGU, like many of the English programs, was not designed to teach the language from scratch. Students entering the programs were expected to have at least a 450 or 500 TOEFL score, requiring only an intensive refresher course or topping off. In addition ALIGU offers academic skills and cultural orientation.

Guineans and some students from other countries notwithstanding, it is still rare to receive beginning level students, according to ALIGU staff. The observation of ALIGU staff has been that the Guinean students come at a very low level compared to other students, even those from other Portuguese-speaking countries, and are remembered by not only their diligence and pleasant dispositions but by the tremendous difficulty most of them experienced in learning the language. A review of their records supported the observation. More than 70 percent of the students from Guinea-Bissau experienced severe difficulty in learning English. Ninety percent were not prepared to enter their academic programs at the end of their English training, though most proceeded anyway. Some students were screened out during English language training and some were forced to withdraw from their academic programs because of their low level of proficiency. At least one former ALIGU student who after more than 1 year in English training was transferred to Portugal when it became clear that he would not be successful in learning English within an acceptable timeframe. Though he had some learning deficiencies, he fared much better in Portugal and was able to complete his program. English language training in the United States has become a screening out process, or at least an indicator of whether or not a student will have a successful training program.

The pressure and anxiety caused to the participants cannot be overemphasized. Many interviewed felt that 6 months or less in an intensive English program was just not enough time to learn the language. To their academic deficiencies is added the language barrier, which, when viewed together, makes it amazing that as many students that do complete their programs ever manage. Of the five students interviewed who are currently in training, four had difficulty in learning English, which they studied for 7 to 12 months. The one student who did not is an excellent allaround student who attributes part of his success in learning English to the fact that he elected to live with a host family when he arrived which immersed him in an English-speaking environment. (While the four who study at the same institution felt it was advantageous to have some of their compatriots at the same campus, they admitted, and the evaluator observed, that the tendency and temptation to speak crioulo was very great). Three are managing in their programs as average students.

One student, however, is currently in a difficult situation which is presented briefly here to illustrate the importance of addressing the English language issue quickly and seriously. The participant, like other Guineans, came with no English. His selection for training was characterized by him and in his file as a reward. He was older than most of the participants (born in 1949). After spending 1 year in English language training, he proceeded to a junior college for 2 years, where he also took some English courses. While he was allowed to enter a 4-year college with a low TOEFL score, he was told that he was expected to score at least a 500 before he would qualify for a degree in his major. He took an English as a Foreign Language course and was given a placement test. His latest score is 487, 4 years after arriving in the United States. The evaluator found him pleasant and hardworking but very preoccupied and anxious about his upcoming TOEFL exam in which he must score at least a 500 or, according to the contractor handling him, return home with only the associates degree. This, in the evaluator's view, is a possible human tragedy that could have been avoided had it been realized during the screening process that he would not be a good candidate for U.S. training or if some type of facility existed in-country to provide English language training.

Almost all participants and government officials interviewed expressed the need, as a matter of priority, for some type of English language training facility. Even those who managed to work extremely hard to gain proficiency felt that there should be a facility where they could go to retain their hard won skills by conversing with English speakers and having access to materials written in English. USAID/Bissau fully supports the request and is giving priority to examining ways in which a self-sustaining facility can be developed. Part of ALIGU's scope of work is to assist in the design of in-country English programs. They can conduct needs assessments and design a 3 to 6 month program, or whatever is required, looking at curriculum and recommending materials. Their current contract with A.I.D. terminates in November 1991. ALIGU staff expressed their willingness to assist USAID/Bissau upon request.

Recommendations

- If USAID continues to train Bissauans in the United States some facility for English language training should be established in Guinea-Bissau. Those going to the United States for training would utilize the facility to achieve a level of proficiency before departing (at least a 450 TOEFL score, preferably a 500) and those returning with English skills could have access to reading materials and English speakers in order to maintain their proficiency. Peace Corps may be able to assist with such a center, projects could contract out for English training for their participants,

or it could be made a component of any future human resources development program. Alternatively, all projects could contribute funds to the establishment of a center. The center should be designed for sustainability; ALIGU and other English language centers could assist with the design of the center.

- Participants should be carefully screened to assess their suitability for U.S. training. Potential success in a training program and success at learning English and adapting to the culture of the United States do not always go hand in hand. Portugal or Brazil may be better suited for many a bright candidate. As much as is possible this should be determined during the selection process.
- Except for observation tours, where the participants can travel with a French or Portuguese-speaking escort, short-term training in the United States for those with little or no English should not be offered.

F. Return of Participants

The GOGB is very concerned about the large number of participants who do not return to the country following their training. One official estimated a non-return rate of about 50 percent on all training for Guineans. Portugal and the United States are the countries where larger numbers of participants reside illegally. In the United States it appears that Washington, D.C., is where the largest concentration of non-returnees reside. While most Guineans receive their training in the Soviet Union and Eastern bloc, there is very little problem with repatriating students from those countries once they complete their studies. The GOGB official attributes this to the fact that the officials of those countries who are assigned to students when they arrive and take responsibility for their training, physically escort the participants to the airplane when it is time to depart. It would be very difficult for students to remain in the countries if they desired to.

It is not easy to get figures on the extent of the problem in terms of U.S. sponsored training. Because Mission staff are extremely limited, they have not been able to go out and confirm the arrival back in-country of all participants. While requested, few participants check into the Mission upon return for a debriefing. OIT's records would only reflect those participants who show up on their records as being out of visa status based on information provided to them by contractors. Their "No-Go" log, which lists nonreturnees, showed only 1 percent, which is obviously incorrect. OIT's role is to work with the Immigration and Naturalization Services (INS) in reporting and repatriating those out of status.

It appears that the most accurate data on nonreturnees is with contractors who send participants their ticket; this is often the last official point of contact for the students. Even those who opt to remain often contact the contractors to obtain information, explain their refusal to return, and seek support for requests to remain. However, in some cases, the contractors do not know if participants ultimately return or are still in-country. Figures from the African-American Institute, which handled the largest number of Guineans, showed a nonreturn rate under one project as 28 percent, with a 10 percent nonreturn rate under the largest training project, DPTSA. (The latter project also had a 12 percent withdrawal rate for participants whose training was terminated for health or academic reasons.)

Comments on why participants refuse to return home were solicited from returned participants, those in training, and contractors. Most felt it was more of a problem in the early group and attributed it to the fact that they were very young and immature, many just out of high school. They had never

experienced and had little exposure to the outside world and the level of material comforts and possibilities. Many feared that they would have no jobs when they returned, a fear that the government is trying to allay by assuring that it still can absorb the trainees. Because many were very young when they left Guinea-Bissau, they had no spouses or children, and after several years in the United States (or Portugal), became attached to individuals there.

Whatever the reasons, it is a serious enough problem from the GOGB point of view that they are formulating a tough plan of action to repatriate the students. One official who is working on the problem was thinking of measures that could be taken while the team was in-country. He mentioned actions such as having diplomas sent to the government upon completion of studies and applying pressure to families. He indicated that the government would work with Portuguese and American government officials to seek advice and assistance. Another high-level official has indicated that if it is found that more than 20 percent of the students are not returning, he would advise a suspension of the training program.

USAID is obviously very concerned about nonreturnees. OIT continues to work with INS, which is extremely overburdened and is often not able to take action unless there is involvement in criminal activity or other special problems. U.S. government-sponsored training is given some priority, but the process still moves slowly. OIT feels that Mission compliance in completing the Returnee Status Reports quarterly will be helpful to them. A better planning and selection process will go a long way in alleviating this problem. It has not been the problem in recent years that it was in earlier years; four of the students interviewed who are currently in training seemed very eager to return home. Most of them had wives and families there.

Both OIT and contractors recognize the important role that the Guinea-Bissau Mission to the U.S. in New York plays in the repatriation of Guinean participants. Both expressed that there is clear need for the GOGB Mission's support of and assistance in the immediate return home of Guineans upon completion of training. Participants have, in the past, requested a waiver of the U.S. requirement that USAID-sponsored participants return home for a two-year period before applying for permanent residence status in the U.S. Many have sought the approval and endorsement of the GOGB Mission in New York for their requests. The requests have sometimes been supported by the GOGB Mission officials which has complicated previous repatriation attempts. GOGB officials in the U.S. may be unaware of the stipulations that have to be met in order to have a waiver approved, including the requirement for USAID/Bissau's approval of the request. Participants appear to believe that the approval of the GOGB Mission is sufficient and ensures approval of their request. This misunderstanding has, in some circumstances, strained normally good and supportive relations between contractor and the New York Mission because it leaves the perception that it is the contractor and/or USAID who are obstructing a participant's desire to remain in the U.S.

While the issue of the nonreturn of participants and the brain drain is a vexing one and has serious implications for most of the third world and first world taxpayers and supporters, it should not be seen as a hopeless or terminal situation. Eventually, some of the students will go home and repatriation efforts will continue. Most importantly, however, there are valuable lessons to be learned from the past experience and if corrective measures are taken in the selection and planning process (and some adjustments have been made in recent years resulting in a higher return rate) then the non-return issue will be a less serious one.

Recommendations

- USAID/Bissau should draft a letter from the U.S. Ambassador to Guinea-Bissau to the Minister of Foreign Affairs, explaining the problem of nonreturn and requesting the assistance and cooperation of the GOGB Mission in New York in repatriating participants. The aims of the training program and the policy regarding return to the home country following training should be explained.

G. Placement In Jobs and Utilization of Skills Acquired

GOGB officials felt certain that all trainees can be absorbed in positions within the country. Some returned participants expressed their lack of confidence in the assertion, maintaining that students who studied in some fields could not be absorbed, at least not in their fields of training. Government officials on the Interministerial Selection Committee voiced their concern related to the placement of returnees in the appropriate jobs so that their new skills acquired during training could be utilized. There also was a minority view that students who studied in the West were more employable than their colleagues who studied in the Eastern bloc. Most, however, expressed the view that no preference was given to any particular country of study.

Locating returned participants to interview for this evaluation proved to be difficult. In some cases, participants were no longer located where the Mission records last indicated. Efforts to confirm whether those participants continue to be employed within the country and by whom they are currently employed were not made as part of this exercise. All of the returned participants interviewed, however, were employed. The majority of participants indicated that they returned to the same job they had before training but were assigned to higher levels of responsibility. (More responsibility does not go hand in hand with promotion. Promotion is left to the discretion of individual Ministries though grading within the civil service, which continued to follow the colonial system by assigning higher grades to those obtaining further education.) Returned participants for the most part appeared to not be particularly preoccupied with promotions within the system. Some accepted the economic realities of the country and their particular Ministry, which lessened their chances for promotions and certainly higher pay. They did seem to be generally pleased with their elevations to more responsibility and status which they felt were directly attributable to their training. Two returned participants did seem to be bitter about having not been promoted. One attributed his lack of upward movement to personal tension between him and his supervisor. The other returnee alluded to problems at a personal level because she felt sure the Ministry could promote her if they desired.

Most returnees felt that their supervisors were delighted with their newly acquired skills, called on them for assistance, and were more inclined to discuss their work with them. Supervisors at the Central Bank and the Department of Research in the Ministry of Agriculture both had much praise for the returnees and their obvious new skills and heightened level of intellectual maturity. There were generally opportunities to share their skills with their colleagues or subordinates through discussions and sometimes workshops. In many cases, the lack of supportive materials or equipment constrained the returnees in applying their skills. Here, they requested USAID support in obtaining some of their day-to-day requirements. Supervisors interviewed expressed their plans to continue to utilize returnees in training others.

H. Professional and Personal Impact of Training

All of those interviewed articulated ways in which their training enhanced them personally and professionally. Professionally, they spoke of the confidence with which they approached their assignments, the access to new areas of responsibility and resources, the attainment of English skills and exposure to the United States, and an expanded knowledge base.

Personally, they spoke of the tremendous sense of achievement and fulfillment following their successful training program and the satisfaction that their new level of responsibility and status within the society brings to them. Material improvement resulting not only from what they had an opportunity to accumulate while in training but their material elevation, albeit slight, since returning home was mentioned more than once. One participant spoke of how he has been able to incorporate some Western values that he feels are positive for him; values such as attitudes about work and how to go about accomplishing goals and planning for one's future.

I. Impact of Training on the Development of Guinea-Bissau

The evaluation team did not attempt to measure the impact of training on the development of Guinea-Bissau, though there were discussions early in the exercise with AID/W personnel and Mission staff on whether or not it was feasible or most useful to the Mission at this time to do so. Impact of training is very difficult to measure under the best of circumstances. In the absence of reliable data on which plans can be developed and projections made, and taking into account other resources and inputs available from donors and the GOGB, the results of an impact evaluation are sure to be inconclusive and would hold little meaning for those wishing to utilize them. It was decided that this exercise would look at what was done and how it was done rather than the impact.

The questionnaire administered to the returned participants did, however, include a question on how the training has contributed to the development of Guinea-Bissau. Most of the returnees found it difficult to answer understandably and certainly difficult to attempt to quantify. Many felt that they were making more valuable input into the development process in their immediate surroundings. They had introduced changes in habits and procedures and were providing technical input, which they hoped would be useful to policy formulation. While present supervisors and colleagues might be receptive, they knew their own context well enough to know that things are fluid and dynamic and subject to change. Their responses were usually cautious in terms of overemphasizing the contribution of their training to development or felt, and rightfully so, that it was just too early (or perhaps not possible) to know if the training itself was responsible for those positive steps being taken in Guinea-Bissau. At some point in the future, smaller units, such as the Research Center in Contuboeil and other project sites (including the new private sector project), might provide opportunities for a meaningful look at the impact of USAID's and others resources, including training, on their development.

J. Management of the Training Program by USAID and Contractors

1. USAID Management

USAID/Bissau has administered the training program for 300 to 400 hundred Guineans over the past 12 years admirably well under very difficult staff and resources constraints. Guinea-Bissau has been relatively isolated over the years, with communications and travel outside of its borders very difficult. The training program staff at the Mission depends to a very large extent on

USAID/Dakar for assistance with reservations and ticketing for participants and REDSO/WCA for assistance with fiscal matters and back-up technical support. Assistance from the A.I.D. office in Lisbon has been essential over the years, as has that of OIT and its contractors. Competition for qualified staff is quite heavy and USAID, like other offices, has a difficult time recruiting suitable staff.

Added to those constraints has been the history of the USAID program in Guinea-Bissau, which has been characterized as being of questionable effectiveness in the past and in recent years by uncertainty about its future. In terms of the operations of the training office, this has had an impact mostly on the stability of staff and the availability of accurate and current data on trainees, a responsibility for which the Mission has primary responsibility. (OIT is required to maintain accurate records on participant training, but depends on data submitted by the Missions for accurate records. Mission files on participants only go back to 1985; the evaluation team has not been able to determine the location of the earlier files, which are believed to either be boxed up somewhere in the Mission or have been shipped back to Washington.)

The training office at USAID/Bissau consists of one individual who, over the years, seemed to have worked closely with a direct-hire Program Officer or the A.I.D. Representative. Since April 1988, following the departure of the person who had managed the training program for some time, staffing in the training office has been in a state of transition. For about 6 months following the Training Officer's departure, the responsibility for training was assigned to the Assistant Project Officer. In November 1988, a person was hired to administer the training program full-time. She had experience working with USAID in other countries in training and in a programming capacity. She had also received training in A.I.D.'s Participant Training, Project Implementation, and Training Cost Analysis courses. Recognizing the need for her skills in other areas outside of training, the Mission has recently appointed her Assistant Program Officer and Project Officer in charge of the Technical Skills Project. Another individual has been promoted from within the Mission and has been training since April 1989 to assume the full responsibility for training.

While all of the individuals are capable and either are qualified or can become qualified with more on-the-job training and participation in training workshops, the incumbent and the individual currently in training are residing in Guinea-Bissau only temporarily and expect, at some point over the next year or two, to be relocating. The A.I.D. Representative is aware of this and believes that the position of Training Officer should be held ideally by a Guinean for continuity and for ease of language and access to governmental officials and candidates. The difficulty continues to be the recruitment of qualified staff.

Time has been a major constraint to a more effectively managed training program, according to those who have held or are holding the position. Administering a training program is normally very time-consuming, detail-oriented, and labor intensive. The Guinea-Bissau context makes it even more so. Yet Mission staffing constraints do not allow one person to have responsibility for only training.

Language is another constraint to the management of a more effective training program. At the present time there is no Portuguese- or crioulo-speaking proficiency on the training staff. This seriously weakens the program which, like all training programs, depends quite heavily on frequent and intensive contact with government officials, candidates, and their supervisors. There is French-speaking capability, which facilitates communication with some

(though not all) of the government officials, but many of the participants, including some who were interviewed for this evaluation, only speak Portuguese or crioulo. Interviews with returnees, those in training, and contractors revealed that this constraint has had a negative impact on the training program because it was clear that some participants were not sufficiently screened, placed, or oriented because of inadequate briefings and conversations prior to selection or departure. Orientation materials available at USAID/Bissau to outgoing Guineans are in English only, which is not very helpful to many of those selected for training. OIT and Contractors have indicated their ability and willingness to provide orientation materials in French and Portuguese, and assist with the development of other materials upon request.

The newly formed Interministerial Selection Committee places an important responsibility on the USAID Training Officer, to whom the Committee appears to look for leadership and guidance. The success of the Committee will depend, to a large degree, on the Training Officer. Until time and language constraints are lessened, the work of the Training Officer will be confined to the administration of the training program, which will, in turn, limit the effectiveness of the training program. In general, however, individual projects will continue to program their training participants outside the auspices of the committee.

Followup is the weak link in most Mission training programs and has also been weak in the USAID/Bissau program. Interviews found little followup with participants, unless they were with projects or were officials with whom the Mission normally meets. Few returnees debriefed the Mission upon return from training and the whereabouts of many returnees could not be confirmed. Many participants eligible for enrollment in professional societies reported that they were not enrolled and that no followup had been requested by them or initiated by training staff. There is no returned participant newsletter or association. However, the Mission did organize a very successful returned participants Awards Ceremony in April 1989, which the Ambassador hosted.

With most of the current projects terminating over the next year, there may be time to address some of the weaknesses in data collection on trainees, language proficiency, recruitment of suitable staff, and participant follow-up before new activities begin and others planned.

2. Contractor Management

According to the records obtained from OIT, the placement and monitoring of most of the USAID/Bissau trainees has been the responsibility of the African-American Institute (56 percent, including PIET). The U.S. Department of Agriculture follows with 23 percent. Fifteen percent were designated as unknown contractors but since they were primarily third country trainees, for which OIT is not required to maintain records, they were either placed and monitored by AAI or the Mission. The team met extensively with AAI and travelled to New York and spent one full day reviewing their files and discussing the USAID program with them. Meetings in Washington were held with two of OIT's contractors, PIET and ALIGU (for the English language training). The Instituto de Aperfeicoamento Tecnico Acelerado (IATA) in Portugal, where eight Guineans are currently in training, was visited by one of the team members.

The overall assessment of AAI by Mission staff and participants is that they have done an excellent job of monitoring the Guinea-Bissau participants. AAI has a long and extensive history in dealing with Africa's development, which includes a substantial amount of expertise in the placement and monitoring of participants in the United States and in third countries. This impressive

record is evident in discussions with the very able and committed staff and in a review of their records. Discussions with participants show the kind of relationship and familiarity with the AAI staff that is certainly exemplary. (Regular telephone contact is kept with participants and they all are visited at least once a year by AAI staff.)

Their years of involvement with the AFGRAD program, which requires them to travel to the field once a year, has facilitated their continuing relationships with government officials, Mission staff, and returned participants. They have been able to maintain accurate records on those participants they have handled and to update their records through their visits. Their in-depth knowledge of the Guinea-Bissau context, the Portuguese language, training facilities in third countries (especially Portugal), U.S. institutions, and other training issues, makes their own assessment and insights regarding training to be extremely helpful. They have, over the years, developed orientation and other materials that are useful to the participants and can be of assistance to the Mission. Their data on the numbers of Guineans trained under their responsibility are attached as Appendix 2.

In all but one of the few cases where participants were critical of AAI's handling of their programs, the evaluation team was able to confirm through their Mission and AAI records and discussions with the participants evidence of misdirected frustration and anger resulting from failures in English language or academic programs. Those failures can be pointed to poor selection rather than improper placement or inadequate monitoring.

AAI is also a managing partner for the A.I.D.-funded Partners for International Education and Training (PIET) consortium, formed in 1982 by AAI, AMIDEAST, the Asia Foundation, and the Experiment in International Living. The consortium arranges study programs in the United States for citizens from developing countries in Africa, the Middle East, Asia, and Latin America. AAI is responsible for the placement and monitoring of Africans for the consortium. PIET, while placing some academic participants, concentrates more on the placement and monitoring of short-term technical trainees. USAID/Bissau training staff considered their work in handling Guinean participants to be of excellent quality.

For this evaluation, discussions with PIET focused more on the latter aspect of the services they provide, which was discussed in an earlier section of this document. Based on their experience with Guinea-Bissau participants, they advise against the selection of Guineans with no English skills for short-term courses in the United States unless the course will be offered in French or Portuguese. They also have had difficulty with some participants who have been selected for nondegree programs and do not feel that Guineans should enter those programs of 1 year duration or longer because of their expectations that they will get a degree. Nondegree programs should be reserved for mid-career individuals who already have their credentials and are only seeking an opportunity to brush up or for very technical and practical on-the-job-training.

They have indicated their ability and willingness to assist the Mission in a needs assessment and designing and/or identifying appropriate short-term programs to make that a stronger and more effective component of the Mission's training program. They are also sensitive to the large volume of paper their office generates in the form of training announcements, which might burden rather than assist the very small Missions. They can target their announcements to meet the particular needs of the Mission once they are known. For example, their participation in the Entrepreneurs International program, which links developing country entrepreneurs with similar U.S. businesses,

provides an opportunity for PIET to focus on private sector training for the Mission. Their agreement with A.I.D., however, prohibits them from recommending training providers for in-country training programs.

The USDA, one of OIT's contractors which had responsibility for 23 percent of the trainees on OIT's list, was considered by the Mission and some returnees as being a weak contractor, slow in responding to requests. OIT indicated that they also had received numerous complaints about USDA's monitoring of participants in general. The evaluation team members both had experience in working with USDA in other countries and their assessment of their services was consistent with that of the Bissau Mission staff. Their contract with OIT has been terminated and while another organization is being identified to replace them, PIET seems to be receiving those agriculture-related training requests that would have normally gone to USDA.

The American Language Institute at Georgetown University (ALIGU) was discussed in the section entitled "English Language Training." Their agreement with A.I.D. does not allow them to play an active role in screening participants that have been nominated for U.S. training. Nor are they asked to follow participants once they have left their facility. The team finds this to be a weakness in the way in which the program was structured. They are in a position to flag some of the deficiencies in the English language training component of the USAID/Bissau program that could have prevented some of the difficulties that the Guinean participants faced. ALIGU has data and insights that could be very useful to the Mission in planning future training activities.

The team member who visited IATA in Lisbon found that the students were generally pleased with the training and support they were receiving from the management/technical training institution. They only felt that their programs were not long enough and that they should receive a book allowance.

Despite the weaknesses in the management of the program, it is clear that there are improvements over time in some areas. Selection and orientation both seem to be improving as is the return rate. The Mission is clearly on the right track of approaching the training program in a rational and thoughtful manner. The numbers of trainees are at a more manageable level allowing more time for reflection, assessment, and readjustment. This evaluation has shown that there are many resources available to assist the Mission in continuing its efforts to address some of the priority constraints to development in Guinea-Bissau, through the provision of training. Future programs will definitely benefit positively from the past experiences.

Recommendations

- Current plans to turn the training program over to the new Assistant Training Officer should proceed in a gradual manner. Having no French or Portuguese speaking capability seriously constrains her effectiveness in the job. USAID/Bissau's support of her Portuguese class is applauded and essential. She obviously has the interest and the capability to do the job but will require about a year to become proficient.
- While in training as the Training Officer, the incumbent should participate in all training matters, attend the next training workshop sponsored by OIT, and visit training sites, including project sites.
- Since current training staff are based in Guinea-Bissau in temporary status, efforts to identify a Guinean Training Officer, either in-house or outside, should be continual. It is always advantageous to have that position held by a national of the country for ease of access and

language, knowledge of the culture and environment, knowledge of the educational system first hand, and for the sake of continuity so strongly required in the area of human resources development.

- USAID/Bissau should give priority to developing and maintaining an accurate listing of participants for tracking, monitoring, and followup purposes. Someone should either be hired locally through local currency to undertake the assignment under the direction of the Training Officer and with her participation or assistance should be requested from outside. The evaluation team will explore with the Africa Bureau and OIT possible mechanisms for funding this essential undertaking.
- Some type of gathering for the returned participants should be planned yearly, or at least every other year, to bring participants together. More efforts should be made to contact returnees immediately upon return from training if they do not come to the USAID offices. The Training Officer should make sure that those eligible have been enrolled in professional societies and are receiving their journals.
- The Training Officer should become actively involved in the new Africare project and all other project-related training.
- Orientation materials in Portuguese or crioulo, if possible, or French should be prepared or obtained to provide those participants unable to understand those materials written in English a better orientation to their training programs and locations of training. OIT and AAI have indicated their willingness to assist in securing or developing the material, upon Mission request. Audiotaped information in Portuguese or crioulo could be developed at low cost. Utilizing one or two returned participants for this could be very effective.

VI. Future Options for USAID-Funded Human Resources Development in Guinea-Bissau

Human resources development should continue to be a part of USAID assistance to Guinea-Bissau. The United States comparative advantage is in (1) graduate level training, though undergraduate training should continue for those indicated in the body of this report; (2) its ability to identify and design tailored short-term technical programs and observation tours; (3) the robust and diverse private sector, which provides numerous opportunities for exposure and the on-the-job-type training; and (4) its model for agriculture development, research, and training. Designers of a future human resources program for USAID/Bissau should bear these areas of comparative advantage in mind.

The agriculture, management, and private sectors should receive the focus of USAID assistance. Management training should focus on those institutions and individuals providing support to the development of agriculture and the private sector. These sectors should be assisted through continued degree training, with more masters-level training in the United States for those recommended in earlier sections of this document. Undergraduate training should be largely pursued in Portugal or Brazil. Short-term training in third countries and carefully planned observation tours should be utilized at an increased level. Plans for in-country training should proceed under the agreement with Africare, establishing models that can be replicated through mechanisms to be developed later. The training of women should receive special attention in all categories of training.

An English Language Training Center should be designed for non-English speakers traveling to the United States for training other than observation tours conducted by an escort or with training provided in French or Portuguese. A future training program should project an additional 6 to 9 months of intensive English training and testing for an acceptable level of proficiency as part of the total training program.

A new human resources activity should proceed slowly and cautiously, ensuring that management and logistical support are in place and can absorb increased activity. The team has considered the various options available to USAID/Bissau and has sought to recommend those options requiring the least amount of management burden for the already overencumbered staff. The team proposes the following mechanisms for implementation and management of future human resources development activities:

- A. For participant training in the United States, USAID/Bissau should buy into the successor to the AFGRAD project, the African Training for Leadership and Advanced Skills (ATLAS) project - 698-0475. The advantages of buying into ATLAS are as follows:
 1. The project builds on the strengths of the AFGRAD project and the reputation and relationships established with U.S. universities and host country officials through AFGRAD.
 2. The project will be managed by a contractor selected through a competitive process. The administration of the project, including the preparation of PIO/Ps, monitoring, and followup will be the responsibility of the contractor.
 3. Missions will be able to play more of a role in establishing an appropriate selection process tailored to address its individual concerns and priorities.

4. It will be cheaper, since the Mission will only pay training costs (administrative costs will come out of core funds) and tuition waivers will be sought for all levels of training. If USAID/Bissau plans to train a larger number of participants than that for which tuition waivers would be available, Missions would have to plan to pay some tuition costs but will still realize a savings since they will not pay for administration.
5. If USAID/Bissau buys in at a certain level they will be able to recruit and supervise a local person to manage the activities. Again, this will be paid by the contractor. The use of core funds to assist with English Language Training should be negotiated.
6. A very attractive feature of ATLAS is the provision for buying into followup activities, including postgraduate and refresher courses for returnees; the development and maintenance of annual rosters and newsletters; one or two symposia in Africa per year on development issues in which returned participants will participate; and funds built in for evaluations, including an impact study in 1998 and an AFGRAD III followup study in 1993.

USAID/Bissau should qualify for inclusion in the project according to the criteria established and indicated in cables to the Missions on the subject of ATLAS. The project will be authorized in January 1990, with the RFP and selection of contractor scheduled for completion by April 1990. Missions will be able to buy in beginning in fiscal year 1990.

- B. Africare's strength is in the area of in-country training focusing on the private sector. Its new project in Guinea-Bissau should result in substantially increased USAID/Bissau involvement in two areas of priority: private sector training and in-country training. Depending upon the success of Africare in implementing the Vocational Skills Project, they could increase and expand their responsibility for private sector training in the future. Africare can continue work it has already begun in identifying private sector training needs and individuals for exposure in the United States and third countries, working with the Interministerial Selection Committee.
- C. The Instituto de Aperfeçoamento Tecnico Acelerado (IATA) in Portugal is a management/technical training institution capable of and interested in providing in-country training. They have provided training in Guinea-Bissau, to which USAID financed the participation of at least one person. Working through the Africare project, the Mission could invite IATA to design and implement specialized programs in priority areas of need.
- D. The Human Resources Development Assistance (HRDA) project continues to be a mechanism into which Missions can buy in. It is distinct from the ATLAS project in that it focuses primarily on providing U.S. technical training, third country, and in-country training. The emphasis is meant to meet the needs of women and private sector participants (35 percent and 50 percent respectively, of the target population). This buy-in process requires Mission management and administration but could fill in for some of the gaps left in the three mechanisms indicated above.

The team did not view the option of a bilateral project as one that is feasible for the Mission at this time. While we recognize the advantages of a bilateral project and have cited them in this report, the management burden, which is heavy even when a contractor is based in-country and has responsibility for implementation, is probably beyond the Mission's

current capacity to absorb the activity. Rather than put a new structure in place, requiring a large amount of Mission resources, the team recommends going with mechanisms that are in place and designed to provide the management support usually required of Missions in bilateral projects. The proposed mechanisms require Mission involvement and oversight, but not to the extent of a bilateral undertaking.

Annex 1

Persons Interviewed

USAID/Bissau

Ms. Anne Williams, A.I.D. Representative

Mr. Gilbert Pouho, Assistant Project Officer

Mrs. Francine Panfietti, Assistant Program Officer

Mrs. Margaret Horton, Assistant Training Officer

Government of Guinea-Bissau Members of the Interministerial Selection Committee

Mr. Julio Correia, Chief of Studies Cabinet, Ministry of Plan, Chairman

Mr. Mamadou Mane, Chief of the Human Resources Development Department, Ministry of Plan

Mr. Aguinaldo A. Dias, Director of the Secretariat of State for International Cooperation

Mr. Agostinho Te, Chief of the Human Resources Development Department, Ministry of National Education

Returned Participants

Degree Participants

Mr. Paulo C. Sambu, Administrative/Financial Director of State Enterprise Rodofuviel, Ministry of Transportation

Mr. Jeronimo Antonio Batista, Engineer in Training, Ministry of Public Works

Mr. Duarte Sa, Engineering Agronomist, Department of Agricultural Experimentation and Research, Contuboel, Ministry of Agriculture and Rural Development

Mr. Antonio Barbosa, Director, Agricultural Research Center, Contuboel, Ministry of Agriculture and Rural Development

Mr. Daniel Rodrigues, Head, National Rice Research Program, DEPA-CENEMAC, Contuboel, Ministry of Agriculture and Rural Development

Mrs. Deolinda DaSilva, Sociologist, Planning Division, Ministry of Agriculture

Mrs. Cesaltina Rodrigues da Silva, Technician, Studies and Planning Division, Ministry of Agriculture

Long-term Nondegree Participants

Mr. Pedro Gomes, Workshop Manager, South Coast Agriculture Development Project, Department of Hydrology and Soils, Ministry of Agriculture and Rural Development

Mr. Braima Camara, Technical Engineer, Guine Telecom, Ministry of Post and Telecommunications

Mr. Carlos Mendoca, Desk Officer for Spain, Portugal, Italy, and Brazil, Office of the Secretary of State for Cooperation

Mr. Mario Bedamone Nacia, Chief of Section of Accounting, Department of Hydraulic Agriculture, Ministry of Agriculture and Rural Development

Short-term Participants

Mr. Mirando Mario, Director, Administration and Finance, Office of the Mayor, Bissau

Mr. Henrique Menezes d'Alva, Director-General, Center for Appropriate Technology Research, Ministry of Natural Resources

Mr. Jose Pereira, Financial Analyst, Soils Department, Ministry of Agriculture and Rural Development

Mr. Mamadou Sanha, English Teacher, CENFA (School of Administration), Ministry of Education

Ms. Virginia Dos S. Monteiro, Director, Maternal and Child Health/Family Planning Projects, Ministry of Health

Dr. Paulo Albino, Clinical Director, National Hospital

Mr. Alberto Aliu Quinhare, Head, Control, Operations and Maintenance, Guinea Telecom, Ministry of Posts and Telecommunications

Returned Participants' Supervisors

Mr. Carlos Swartz, Director, Department of Agriculture Research, Ministry of Agriculture and Rural Development

Mr. Godinho Gomes, Governor, Central Bank

Participants in Training in the United States

Mr. Domingos Malu, California State University, Fresno (B.Sc., Business Administration)

Mr. Carlos Amarante, California State University, Fresno (B.Sc., Agricultural Economics)

Mr. Alfredo da Silva, California State University, Fresno (B.Sc., Agronomy)

Ms. Daniela Amado, California State University, Fresno (B.Sc., Public Administration)

Mr. Luis Tavares, University of California, Davis (B.Sc., Agronomy)

Participants in Training at the Instituto de Aperfeçoamento Tecnico Acelerado (IATA) in Portugal

Mr. Alexandre Sahna, Organization/Management course

Mr. Calle Na Nam, Organization/Management course

Mr. Jeronimo Da Silva, Organization/Management course

Mr. Paulo Calilo Sane, Organization/Management course

Mr. Armando Sambu, Topography course

Mr. Fernando Baptista, Topography course

Mr. Francisco Manuel, Topography course

Mr. Joe Joao Soanes, Topography course

Others

Mr. Curtiss Reid, Resident Representative, AFRICARE

Contractors

Ms. Carol Castiel, Representative, The African-American Institute

Ms. Yolande Zahler, The African-American Institute

Mr. Tim Yuan, The African American Institute

Ms. Debra S. Egan, Senior Placement Specialist, Africa Region, Partners for International Education and Training (PIET)

Ms. Carole R. Fenn, Placement Specialist, Africa Region, Partners for International Education and Training (PIET)

Ms. Louise Krumm, American Language Institute, Georgetown University (ALIGU)

AID/W

Ms. Mable Meares, AFR/PD/CCWA

Ms. Judy Shampaign, AFR/TR/EHR

Ms. Bess McDavid, AFR/TR/EHR

Ms. Judy McKeever, Assistant Director, Resources and Support, OIT

Mr. Alan Kreeger, Chief, Statistical and Information Management, OIT

Mr. Paul Knepp, Follow-up and Evaluations Coordinator, OIT

Mr. Don McClelland, PPC/PDPR

Annex 2
List of Sponsored Students in the United States
From Guinea-Bissau, November 1989

The African Development Education Program
AFDEP
(afr-0455-A-00-5020-00)

Name and Graduation	Address	University and Field
Jose Furtado de Almeida (12/93)	Dr. Paul E. Huntsberger Center for International Programs Box 30001/Dept. 3567 New Mexico State University Las Cruces, NM 88003-0001 UPB 4153, LC 88003 New Mexico State University Las Cruces, NM 88003 (505) 646-5570	New Mexico State University B.S. Agronomy
Jose Menezes d'Alva (12/93)	Dr. Paul E. Huntsberger Center for International Programs Box 30001/Dept. 3567 New Mexico State University Las Cruces, NM 88003-0001 UPB 4153, LC 88003 New Mexico State University Las Cruces, NM 88003 (505) 646-5581	New Mexico State University B.S. Agricultural Engineering
Daniela Amado	Ms. Susan Walker ISS California State University Fresno, CA 93740-0057 5124 North Ninth Street Apt. #217 Fresno, CA 93710 (209) 224-4425	California State (08/90) University B.S. Public Administration
Carlos Amarante	Ms. Susan Walker ISS California State University Fresno, CA 93740-0057 5124 North Ninth Street Apt. #217 Fresno, CA 93710 (209) 224-4425	California State (08/90) University B.S. Agricultural Economics
Antonio Isaac-Monteiro (12/90)	Mr. Donald R. Roberts 1201 University Student Center Campus Box #7306 North Carolina State University Raleigh, NC 27695-7306 1526-16 Varsity Drive Raleigh, NC 27606 (919) 821-7506	North Carolina State University B.A. Rural Sociology

The African Development Education Program
AFDEP
(afr-0455-A-00-5020-00)

Name and Graduation	Address	University and Field
Domingos Malu (08/90)	Ms. Susan Walker ISS California State University Fresno, CA 93740-0057 5158 North Ninth Street Apt. #104 Fresno, CA 93710 (209) 224-2867	California State University B.S. Business Administration
Arnaldo Sanca (06/92)	Mr. Simon Horness International Student Office 203 Nugent Building University of Arizona Tucson, AZ 85721 1100 East Lee Street Tucson, AZ 85719 (602) 792-0083	University of Arizona B.S. Irrigation
Fernando Sande (06/92)	Mr. Simon Horness International Student Office 203 Nugent Building University of Arizona Tucson, AZ 85721 1100 East Lee Street Tucson, AZ 85719 (602) 792-0083	University of Arizona B.S. Forestry
Alfredo da Silva (08/90)	Ms. Susan Walker ISS California State University Fresno, CA 93740-0057 1671 Bulldog Lane Apt. #150 Fresno, CA 93710 (209) 224-2395	California State University B.S. Agronomy

**The African Graduate Fellowship Program
AFGRAD III
(afr-0455-A-5020-00)**

Name and Graduation	Address	University and Field
Maria Odete da Cunha (06/90)	c/o ICASLAS P.O. Box 4620 Texas Tech University Lubbock, TX 79409-1036 2414 Fifth Street Apt. #217M Lubbock, TX 79401 (806) 763-1203	Texas Tech University M.S. Resource Economics
Olivio Manuel Fortes (05/92)	c/o Julie Cochrane English Language Institute Oregon State University Corvallis, OR 97331-3610	Oregon State University M.S. Marine Biology
Alcina Paquete (06/89)	914 Chalkstone Avenue Providence, RI 02908 (401) 273-1379	University of Rhode Island M.S. Marine Resource Economics

**Partners for International Education and Training
PIET
(PDC-0030-C-00-2207-00) and (DHR-0071-C-00-6010-00)**

Name and Graduation	Address	University and Field
Rui Nene Djata (08/90)	725 E. Elm Street Apt. #A4 Tucson, AZ 85719 (602) 624-3282	University of Arizona B.S. Soil Science

Visa Sponsorship Only

Name and Graduation	Address	University and Field
Mamadu Badji (12/89)		Louisiana State University M.S. Agronomy
	P.O. Box 22081 Louisiana State University Baton Rouge, LA 70893	
Carmen Pereira (12/89)		Louisiana State University M.S. Agricultural Economics
	c/o P.O. Box 22081 Louisiana State University Baton Rouge, LA 70893	
Julieta Pereira (05/90)		University of Massachusetts Ph.D. Educational Administration
	North Village, E-9 Amherst, MA 01002 (413) 549-4153	

DEPSA Students

Name of Student	Wave	University Degree, Field of Study	Date of Completion	Remarks
Isabel Marques Abreu	II	Southern University B.S. Agricultural Economics	May 1988	Whereabouts unknown.
Mamadu Badji	I	Louisiana State University B.S. Agronomy	August 1987	Graduate student, Department of Agronomy, Louisiana State University (AAI visa sponsorship only).
Alfasene Balde	III	University of Arizona B.S. Entomology	December 1987	Returned to Guinea-Bissau. Employed by Ministry of Rural Development, Crop Protection Service.
Antonio Barbosa	III	University of Arizona B.S. Agricultural Economics	December 1988	Returned to Guinea-Bissau. Director, Department of Research & Production of Rice, National Center of Contubel.
Casimiro Dias	III	Colorado State University B.S. Forestry	May 1989	Returned to Guinea-Bissau. Employment unknown.
Helder Pereira Gomes	II	University of Alabama B.S. Rural Sociology	Withdrew	Withdrew for personal reasons. Returned to Guinea-Bissau. Employment unknown.
Moustapha Kadra	I	University of Arizona B.S. Agricultural Economics	December 1987	Whereabouts unknown.
Rufino Jose Mendes	II	Louisiana State University B.S. Agricultural Economics	December 1987	Returned to Guinea-Bissau. Employed by National Bank of Guinea-Bissau.
Geraldo Menout	III	Colorado State University B.S. Entomology	August 1988	Returned to Guinea-Bissau. Employed by Ministry of Rural Development, National Crop Protection Service.
Carmen Maria Pereira	II	Louisiana State University B.S. Agricultural Economics	December 1987	Graduate student, Department of Agricultural Economics, Louisiana State University (AAI visa sponsorship only).
Jeronimo Pereira	III	Southern University B.S. Agribusiness	Withdrew	Withdrew for academic reasons. Remained in United States.
Joao Mendes Pereira	II	Louisiana State University B.S. Agronomy	Withdrew	Withdrew for personal reasons. Returned to Guinea-Bissau.
Dionisio Pereira-Barreto	I	University of Arizona B.S. Forest Watershed Management	Withdrew	Withdrew for academic reasons. Returned to Guinea-Bissau.

DEPSA Students (continued)

Name of Student	Wave	University Degree, Field of Study	Date of Completion	Remarks
Fernando Lodo Pontes	I	Briston Community College A.S. Civil Engineering/Surveying	Withdrew	Withdrew for academic reasons. Whereabouts unknown.
Cesaltina Da Silva	II	Abraham Baldwin Agricultural A.S. Agribusiness Technology	March 1986	Returned to Guinea-Bissau. Employed by Ministry of Rural Development.
Deolinda Silva	III	Louisiana State University B.S. Rural Sociology	August 1988	Returned to Guinea-Bissau. Employed by Planning Division, Agriculture.
Humberto Da Silva	III	University of Arizona B.S. Agricultural Economics	May 1989	Returned to Guinea-Bissau in August 1989.
Domingos Tchentchelan	I	Southern University B.S. Plant Science	October 1987	Returned to Guinea-Bissau. Employed by Crop Protection Service, Ministry of Rural Development.

PARTICIPANT		TRAINING		ROSTER - GUINLE-RESSAU				
T R A I N E E N A M E	EDUCATIONAL NAME	INSTITUTION PLACE	REG. ORG.	FIELD OF STUDY	ENTRY DATE	TRNG OBJ	S X	TERM DATE
ALBERTO CO', CARLOS	PIMA COMMUNITY COLLEGE, TUCSON	AZ	AAI	SOIL SCIENCE	8/25/86	BAC	M	6/30/87
	ARIZONA W'ERN COLLEGE, YUMA	AZ			1/01/86			8/25/86
	GEORGETOWN U/ALIGU, WASHINGTON	DC			2/13/85			1/01/86
ANTONIO CO', LUIS	ABRAHAM BALDWIN AGRIC, TIFTON	GA	AAI	CROP AND PLANT SCIENCE	1/01/86	ASC	M	6/22/89
	GEORGETOWN U/ALIGU, WASHINGTON	DC			2/13/85			1/01/86
ARAÚJO, REGINA	ABRAHAM BALDWIN AGRIC, TIFTON	GA	AAI	RURAL SOCIOLOGY	1/08/88	BAC	F	6/16/88
	GUILFORD COLLEGE, GREENSBORO	NC			1/12/87			1/08/88
	GEORGETOWN U/ALIGU, WASHINGTON	DC			1/09/86			1/12/87
BA, CAMARA	ATLANTA MGT. INST/IMPACT, ATLANTA	GA	AAI	PUBLIC ADMINISTRATION, MISC	6/18/89	OFF	M	7/28/89
BATISTA, JERONIMO	*** CANCELLED TRAINEE ***	***	AAI	INTERNATIONAL TRADE	2/28/87	OFF	M	2/28/87
CUNDE, LANSANA	INTL LAW INSTITUTE, WASHINGTON	DC	AAI	PUBLIC ADMINISTRATION	9/18/87	OFF	M	10/09/87
CRUZ, DAVID VERA	SD DAK STATE UNIV, BROOKINGS	SD	AAI	REMOTE SENSING	9/10/89	OFF	F	11/13/89
D'ALVA, HENRIQUE M.	OST-COMMUNICATIONS	USA	AAI	ENVIRONMENTAL STUDIES	10/22/88	OST	M	11/07/88
DJALLO, MAMADOU SALIOU	USGS, RESTON	VA	AAI	GEOLOGY	7/07/89	OFF	M	7/21/89
DJATA, RUI NENE	ARIZONA UNIV OF, TUCSON	AZ	AAI	SOIL SCIENCE	8/24/87	BAC	M	8/31/90
	PIMA COMMUNITY COLLEGE, TUCSON	AZ			1/01/87			8/24/87
	ARIZONA W'ERN COLLEGE, YUMA	AZ			1/02/86			1/01/87
	GEORGETOWN U/ALIGU, WASHINGTON	DC			2/13/85			1/02/86
GOMES, PEDRO <i>Dono da Bacia</i>	PLACEMENT PENDING--D. EGAN	PT	AAI	FARM MACHINERY	11/09/89	OFF	M	2/05/89
GOMES, JOAO CARLOS S. <i>p. Hom from Inst. de</i>	WISCONSIN UNIV OF, MADISON	WI	AAI	JOURNALISM	1/22/87	ND	M	6/11/87
	MISSOURI UNIV OF, COLUMBIA	MO			6/24/86			1/22/87
HANDEM, MARIA MUNIRA J.	PLACEMENT PENDING--C. FENN	PT	AAI	INTERNATIONAL TRADE	10/26/89	OFF	F	11/20/89
HANDEM, ADELINO JOAO	USGS, RESTON	VA	AAI	GEOLOGY	7/09/89	OFF	M	7/21/89
DA SILVA, AUGUSTO PAULO JOSE	CONN U/OF-HEALTH CTR, FARMINGTON	CT	AAI	DEMOGRAPHY	3/28/87	OFF	M	5/03/87
Y Mendonca, CARLOS	GEORGETOWN U/ALIGU, WASHINGTON	DC	AAI	ACCOUNTING	10/06/85	ASC	M	6/02/86
SAMPU, PAULO	INTL LAW INSTITUTE, WASHINGTON	DC	AAI	INTERNATIONAL TRADE	11/11/85	OFF	M	12/11/85
SANHA, MAMADOU	CALIF UNIV OF, RIVERSIDE	CA	AAI	TEACHING ENG AS FOREIGN LANG.	1/01/87	ND	M	2/04/87
	GEORGETOWN U/ALIGU, WASHINGTON	DC			10/02/86			1/01/87
SILVA, ALFREDO RODRIGUES	INTL LAW INSTITUTE, WASHINGTON	DC	AAI	INTERNATIONAL TRADE	9/27/89	OFF	M	11/03/89

NUMBER OF ENTRIES LISTED

19

TRAINING OBJECTIVE CODES

OFF - SHORT COURSE PROGRAM
 OST - OBSERVATION AND STUDY
 OJT - ON THE JOB TRAINING
 ND - NONDEGREE PROGRAM
 CRT - CERTIFICATE
 DIP - DIPLOMA
 ASC - ASSOCIATE DEGREE
 BAC - BACHELOR OF ARTS/SCIENCE
 MAS - MASTER OF ARTS/SCIENCE
 MBA - MASTER OF BUSINESS ADMINISTRATION
 MPA - MASTER OF PUBLIC ADMINISTRATION
 MPH - MASTER OF PUBLIC HEALTH
 PHD - DOCTOR OF PHILOSOPHY
 EDD - DOCTOR OF EDUCATION

Appendix C

LIST OF PARTICIPANTS FROM
GUINEA-BISSAU TRAINED
IN U.S., AFRICA, PORTUGAL
AND BRAZIL UNDER DTPSA PROGRAM

DTPSA Participants From Guinea-Bissau

<u>U.S. BASED TRAINEES</u>					
<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Armando Abelha	Rockland Community College	A.S.	Accounting	8/30/82	Petrominas, State Oil Company
Daniel Almada	Rockland Community College	A.S.	Accounting	8/30/82	Studying in the United States
Abilio Pereira Bacai	University of Rhode Island	Certificate	Fisheries		Remained in the United States
Alfasene Balde	Indianhead Technical Institute, WI	A.S.	Farm Management	3/31/80	Currently pursuing a B.S. in the United States under AID auspices
Jose Aliu Balde	University of Rhode Island	Certificate	Fisheries	7/31/81	Machine Specialist at the Estrela do Mar Fishing Company
Luis Manuel Barbosa	University of Rhode Island	Certificate	Fisheries	12/31/81	Mechanic at the firm for the processing and exportation of timber
Jeronimo Batista	Florida Institute of Technology	B.S.	Civil Engineering	9/30/84	Ministry of Public Works
Antonio Cabral	University of Rhode Island	Withdrawn Academic	Fisheries	3/31/80	Employment Unknown
Patrick Cabral	Embry Riddle Aeronautical College	B.S.	Aviation Management	8/30/82	Manager for TACV, Cape Verde Airlines
Almane Sene Camara	University of Rhode Island	Certificate	Mechanical Training	12/31/81	Diesel Mechanic at GRUPESCA Fishing Company

APPENDIX C (2)

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Braima S. Camara	University of Rhode Island	Certificate	Fisheries	1/30/82	Cold Storage Specialist at PESCARTE Fishing Company
Abubaca Conte	University of Rhode Island	Certificate	Fisheries	7/31/81	At PESCARTE Fishing Company in Bubaque
✓ Aderito Costa	Bristol Community College	A.S.	Economics		Remained in the United States
Eugenio G. Costa	University of Rhode Island	Certificate	Fisheries	12/30/81	At PESCARTE Fishing Company in Bubaque
✓ Honrato Da Costa	Wentworth Institute	A.S.	Mechanical Training	1/30/84	Working in Cape Verde
✓ Justino Cubos	University of Arizona	B.S.	Civil Engineering	12/30/84	Mechanic at Agricultural Research Center in Contuboe1
✓ Guilherme Cuino	Mercer County Community College	Withdrawn Academic	Accounting		In the United States
✓ Nelson G. Dias	Abraham Baldwin Agricultural College	A.S.	Agriculture	9/30/82	Director of Statistics Division at the Ministry of Rural Development
✓ Jose Djo	SUNY/Delhi	A.S.	Accounting	9/30/82	Head of the Accounting Division at PETROMINAS, State Oil Company
Maria Odele Ferreira	Fisher Jr. College	A.S.	Secretarial		In the United States

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✓ Carlos Alberto Garcia	University of Rhode Island	Withdrawn Academic	Fisheries	3/31/80	Accountant at the Office of Social Security
• Clarice Gomes	Montgomery College	Withdrawn Academic	Secretarial Training		In the United States
Jorge Silvano Gomes	University of Rhode Island	Certificate	Fisheries	1/30/82	PESCARTE Fishing Company in Cacheu
✓ Laurentino Gomes	University of Rhode Island	Withdrawn Academic	Fisheries Fisheries	3/31/80	Head of Administrative Service at GUINAVE Shipyard
✓ Guilherme Mane	SUNY/Delhi	A.S.	Business Management	9/30/82	International Relations Specialist at Petrominas, State Oil Company
✓ Luis A. Lopes	Bristol Community College	A.A.	Public Health Environment	1/31/80	Head of Department of Sanitation for the City of Bissau
Raul Oliveira Martins	Flight Safety International	Certificate	Pilot Training	10/31/80	Co-pilot for Lia, National Airline of Guinea-Bissau
Agostinho Mendes	University of Rhode Island	Certificate	Fisheries	7/31/81	Accountant at USAID
✓ Francisco Mendonca	Bristol Community College	A.S.	Mechanical Training		In the United States
✓ Jorge Mouzinho	University of Rhode Island	Withdrawn	Electro- mechanical Training		In the United States

APPENDIX C (4)

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✓ Fernando Neves	University of Maryland	B.S.	Civil Engineering		In the United States
Cesar H. Nosolini	University of Rhode Island	Certificate	Fisheries	7/31/81	Machine Specialist at PESCARTE
✓ Carlos Alberto Paquete	Rockland Community College	A.S.	Business	8/30/82	Head of the Department of Industry at the Directorate General of Industry
✓ Julieta M. Pereira	Boston University	B.S.	Sociology and Economics	1/31/82	Deputy Director at the Ministry of Education
✓ Paulo Lobo De Pina	University of Rhode Island	Certificate	Fisheries	7/31/81	Presently in Senegal
✓ Carlos L. Pinto	University of Arizona	B.S.	Economics	12/30/84	Head of the Office of the Governor of National Bank of Guinea-Bissau
✓ Maria F. Pires	Mercer County Community College	A.S.	Library Science	9/30/82	Librarian at Petrominas, State Oil Company
✗ Henrique Ribeiro	University of Rhode Island	Withdrawn	Electro-mechanical Training		In the United States
Jose Baldemiro Rodrigues	University of Rhode Island	Certificate	Fisheries	4/30/82	PFSCARTE Fishing Company in Cacheu
Daniel Salla	Interboro institute	Certificate	Banking and Financial Training	6/30/80	Director of Imports at the Central Import Export Company of Guinea-Bissau

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✓ Paulo Corca Sambu	University of Arizona	B.S.	Economics	9/30/83	Secretariat of State for Transportation
✓ Armando Santos	SUNY/Delhi	A.S.	Accounting	9/30/82	Accountant at Petrominas, State Oil Company
✓ Joao Semedo	University of Rhode Island	Withdrawn Health	Fisheries	6/30/80	Employment Unknown
✓ Jorge Semedo	SUNY/Delhi	A.S.	Business	9/30/82	Head of the Division of Administration at Petrominas
✓ Alfredo Da Silva	University of Arizona	B.S.	Economics	12/30/83	Director, Office of Economic Research Bank of Guinea-Bissau
✓ Rafael M. Da Silva	University of Maryland	B.S.	Vocational Technical Teaching		In the United States
✓ Rosalino da Silva	University of Maryland	Withdrawn Academic	Electronic Communications	7/31/78	In Angola
Bartolomeu Tavares	Flight Safety International	Certificate	Pilot Training	10/31/80	Civil Aviation Pilot for Lia, National Airline of Guinea-Bissau
✓ Rosario Soares Tavares	Rockland Community College	A.S.	Accounting		In the United States
✓ Antonia Ionha	University of Maryland	Withdrawn Academic	Physics		In the United States

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✓ Cirilo T. Varela	Abraham Baldwin Agricultural College	A.S.	Agriculture	9/30/83	In charge of crop protection in agricultural zone II
Luis Alberto Vieira	University of Rhode Island	Certificate	Fisheries	7/31/81	Self-employed, Bissau

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>PORTUGAL BASED TRAINEES</u>			
		<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
^ Rui Eufizio Alves	F. Borges Commercial School	Withdrawn	Secretarial Training		In Portugal
Carlos Craveiro Andrade	Ministry of Commerce and Tourism	On the Job Training	Printing	12/31/79	Specialist in Offset Printing at National Labor Union
Joana Andrade	Civilian Hospital	On the Job Training	Nursing	10/31/79	Nurses Aide
✓ Carlos Manuel Araujo	Economics Institute of Lisbon	B.S.	Economics	9/30/81	Returned to Portugal
✓ Macaria Barai	Institute of Languages	A.S.	Secretarial Training	7/30/79	Secretary at the Ministry of Plan
Carlos Barbosa	Ministry of Commerce and Tourism	On the Job Training	Accounting	8/30/80	Head of the Public Relations Department at the Ministry of Information and Telecommunications
Jorge Carlos Batista	Teacher Training School in Aveiro, PO	Diploma	Teaching Primary School	7/30/81	Employment Unknown
¹ Dauda Bodjan	University of Lisbon	B.SC.	Law	Exp. grad. 7/86	Completing studies

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Manuel Antonio Ca	Directorate General of Hydraulic Resources	On The Job Training	Technical Training	10/31/79	Topographer for the City of Bissau
Manuel A. Cande	Ministry of Housing and Public Works	On The Job Training	Geology	4/30/82	Returned to Portugal
Joao C. Co	National Tourism Company	On The Job Training	Business and Commercial Training	3/30/81	Restaurant owner in Cacheu
Anselmo Lopes Correia	Electric Company of Lisbon	On The Job Training	Electronics	10/31/80	Responsible for maintenance at GUIMETAL, Metalworks Company
Antonio Morgado Correia	University of Lisbon	On The Job Training	Accounting	6/30/83	Administrator at the Institute of Friendship, Orphanage
Aurora Nunes Correia	Civilian Hospital, Lisbon	On The Job Training	Laboratory Technology Training	11/30/79	Employment Unknown
Constantino Correia	University of Lisbon	Withdrawn	Mechanical Engineering		Studying in Portugal
Joazinho Correia	Machado Castro Industrial Institute, Lisbon	Diploma	Construction and Building Trades	1/30/83	Fiscal inspector at the Ministry of Public Works
Maria de Fatima Mendonca	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Primary School Teacher

DTPSA Participants From Guinea-Bissau

APPENDIX C (9)

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Alberto Da Costa	Ministry of Housing and Public Works in Lisbon	On The Job Training	Construction and Building Trades	12/31/79	Head of Department of Roads at the Ministry of Public Works
Jose Da Costa	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Primary School Teacher
Maria Machado Djalo	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Primary School Teacher
Luis Djalo	Ministry of Finance, Lisbon	On The Job Training	Business and Commercial Training	10/31/79	Head of Finance Department at Ministry of Finance
Alberto Donate	Ministry of Commerce and Tourism	On The Job Training	Welding	12/31/79	Type Caster at the Ministry of Information and Telecommuni- cations
Huno Infanda Duque	National Tourist Office, Lisbon	On The Job Training	Business and Commerical Training	12/31/79	Manager of Grande Hotel
Bacar Fati	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Regional Delegate for the Ministry of Education
Monteiro Fati	Naval Shipyard, Setubul	On The Job Training	Electromechanical Training	1/31/81	Returned to Portugal
Regina M. Fernandes	Ministry of Commerce and Tourism	On The Job Training	Secretarial Training	1/31/80	Receptionist at the Hotel 24 de Setembro

DTPSA Participants From Guinea-Bissau

APPENDIX C (10)

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Daniel Joaquim Gadinho	Ministry of Commerce and Tourism	On The Job Training	Accounting	12/31/79	Typesetter at the Ministry of Information and Telecommunication
Luis Alberto Garcia	Ministry of Commerce and Tourism	On The Job Training	Technical Training	6/30/79	Returned to Portugal
Jean Paul Gomes	University of Lisbon	On The Job Training	Educational Administration	12/31/79	Director of Department of Adult Education at the Ministry of Education
Jorge Gomes	Zootechnical Center in Santarem	On The Job Training	Agricultural Training	6/30/80	Employment Unknown
Jose Gomes	Electric Company	On The Job Training	Electronics Training	10/30/80	Electrician at Ministry of Natural Resources and Industry
Hazidio M. Gomes	Ministry of Housing and Public Works	On The Job Training	Construction and Building Trades	9/30/81	Topographer at the Ministry of Public Works
Antonio H. Goncalves	University of Lisbon	MD	Medicine	Exp. return 3/86	In Portugal completing required internship
Alfredo Indi	Civilian Hospital, Lisbon	On The Job Training	Orthopedics	5/30/79	Nurses Aide
Pedro Indi	Electric Company, Lisbon	On The Job Training	Electromechanical Training	10/31/80	Electrician at the Ministry of Natural Resources and Industry

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Victorino Gomes	Zootechnical Center, Santarem	On The Job Training	Agricultural Training	11/30/79	Botanist in the Crop Production Division at the Ministry of Rural Development and Fisheries
Manuel Hamadu Iufo	Northern Association of Precious Metals, Porto	On The Job Training	Technical Training	4/30/80	Employment Unknown
✓ Inocencio Lamba	Institute of Economics, Lisbon	B.S.	Economics	Exp. grad. 7/86	Still in Portugal completing studies with personal funds
Manuel R. Lopes	Teacher Training Institute, Aveiro	Diploma	Primary School Teaching	6/30/80	Methodology Specialist at the Ministry of Education
✓ Bubacar Ly	Institute of Economics	B.S.	Economics	4/30/82	Head of Office of Statistical Studies at the Ministry of Finance
✓ Yoha M'Ballo	University of Lisbon	B.S.	Law	12/31/85	Employee of Armed Forces
Carlos L. Machado	Teacher Training Institute, Aveiro	Diploma	Teaching Primary School	7/30/81	Primary School Teacher
Nando Jose Mandy	Electric Company, Lisbon	On The Job Training	Electromechanical Training	10/31/80	Electrician at Ministry of National Resources and Industry
Vito P. Martins	Machado Castro Industrial Institute, Lisbon	Diploma	Construction and Building Trades	9/30/82	Returned to Portugal

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Joaquim A. Mendonca	Police Department, Lisbon	On The Job Training	Secretarial	6/30/79	Administrator at the Ministry of Justice
x Victor Miranda	Teacher Training Institute, Aveiro	Withdrawn Deceased	Teaching Primary School	-----	Deceased
x Ana Maria P. Monteiro	University of Lisbon	Withdrawn	Pharmacy		Studying in Portugal
Augusto Monteiro	Electric Company, Lisbon	On The Job Training	Electronics Training	10/30/80	Electrician at the Department of Water and Electricity
√ Eduardo T. Monteiro	University of Lisbon	B.S.	History		Studying in Portugal
Estanislau Monteiro	Teacher Training Institute, Aveiro	Diploma	Teaching Primary School	6/30/80	Regional Delegate for the Ministry of Education
/ Maria D. Monteiro	University of Lisbon	B.S.	Teaching Mathematics	10/30/82	In Cape Verde
Joao Silva Moreira	Public Hospital, Lisbon	On The Job Training	Pathology	10/30/79	Returned to Portugal
Estevao Nanque	Directorate General of Hydraulic Resources	On The Job Training	Technical Training	10/31/79	Topographer at Ministry of Public Works
Manuel Nhamajo	Ministry of Housing and Public Works	On The Job Training	Accounting	4/30/83	Coordinator for World Bank Projects at the Ministry of Public Works

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Alfredo Nunes	Ministry of Finance	On The Job Training	Business and Commercial Training	10/31/79	Judge for fiscal matters at the Ministry of Finance
Justino De Oliveira	Ministry of Housing and Public Works	On The Job Training	Accounting	4/30/83	Head of the Accounting Department in the Ministry of Public Works
✓ Bernardo Pandupy	University of Lisbon	B.S.	Languages	7/30/85	Employee of the Armed Forces
Henrique M. Pereira	Public Hospital, Lisbon	On The Job Training	Laboratory Technology Training	11/30/79	Nurses Aide
Paulo Pereira	Teachers Training Institute	Diploma	Teaching Primary School	6/30/80	Primary School Teacher
✓ Eduardo Pimentel	Institute of Economics, Lisbon	B.S.	Economics	Exp. grad. 7/86	In Portugal completing studies with personal funds
✓ Carlos E. De Pina	University of Lisbon	B.S.	Economics	9/30/85	Employment Unknown
Albano Quade	Public Hospital, Lisbon	On The Job Training	Laboratory Technology Training	10/31/79	Head of Laboratory Analyses at Ministry of Public Health
Fernando Dos Reis	Ministry of Commerce and Tourism	On The Job Training	Printing and Lithographic Training	12/31/79	Photomechanic at the Ministry of Information and Telecommunications

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Eulalio J. Rodrigues	National Tourist Office, Lisbon	On The Job Training	Secretarial Training	1/31/80	Head of the Finance Department of the PAIGO Youth Group
Maria Filomena Rodrigues	University of Lisbon	MD	Medicine	9/30/83	Returned to C.V.
Luis Fernandes De Sa	Police Department, Lisbon	On The Job Training	Secretarial Training	6/30/79	Employment Unknown
* Terezinha F. Saad	University of Lisbon	B.S.	Medicine	exp. grad 9/86	In Portugal completing training under AID/Bissau auspices
* Odete Salman	F. Borges Commerical School	Withdrawn	Secretarial Training	9/30/82	Returned to Portugal
* Armando Sanca	University of Lisbon	Withdrawn	Medicine	11/31/81	National Coordinator of Portuguese at Ministry of Education
* Marcelino B. Sanca	University of Lisbon	B.S.	Economics	9/30/85	Employment Unknown
Rafael M. Sanca	Ministry of Housing and Public Works	On The Job Training	Business and Commercial Training	4/30/80	Accountant at Ministry of Rural Development
Rui Santos Sanha	Ministry of Commerce and Tourism, Lisbon	On The Job Training	Electromechanical Training	10/31/80	Refrigeration Technician at GUIALP, Fishing Company

20.

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Aladje Queba Sano	Ministry of Commerce and Tourism, Lisbon	On The Job Training	Accounting	12/31/79	Tourism sector
Felisberto C. Santos	Electric Company, Lisbon	On The Job Training	Electronics Training	10/31/80	Electrician at the Department of Electricity and Water at the Ministry of Natural Resources and Industry
Paulo Dos Santos	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Employment Unknown
Fideles Da Silva	Ministry of Housing and Public Works	On The Job Training	Business and Commercial Training	4/30/80	Accountant at the Ministry of Public Works
Orlando Da Silva	Ministry of Housing and Public Works	On The Job Training	Business and Commercial Training	11/30/79	Accountant at FOLBI, Construction firm
Carlos De Sousa	Ministry of Commerce and Tourist	On The Job Training	Printing and Lithographic Training	12/31/79	Printer at the Ministry of Information and Telecommuni- cations
Francisco M. Sucuma	Electric Company, Lisbon	On The Job Training	Electronics Training	10/31/80	Electrician at the Department of Electricity and Water at the Ministry of Natural Resources and Industry
Beatriz Tavares	F. Borges Commercial Institute	Withdrawn	Secretarial Training		In Portugal

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Joao Jose Tavares	Electric Company, Lisbon	On The Job Training	Electro- mechanical Training	10/31/80	Electrician at the Department of Electricity and Water at the Ministry of Natural Resources and Industry
Victor C. Tavares	Directorate General of Hydraulic Resources	On The Job Training	Construction and Building Trades	12/31/79	Vice-President of the City Council in Bissau
Antonio Teixeira	Zootechnical Center, Santarem	On The Job Training	Agricultural Training	11/30/79	Veterinarian
✓ Marciano A. Valentim	University of Lisbon	B.S.	Law	Exp. grad. 7/86	In Portugal completing studies with personal funds
Aguinaldo Gomes Vaz	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Regional Director of Primary School Education at the Ministry of Education
✓ Joao Joao Vaz	Institute of Economics	B.S.	Economics	9/31/85	Employee of Armed Forces
Jose Vieira	Zootechnical Center, Santarem	On The Job Training	Agricultural Training	6/30/80	Employment Unknown
Maria Vieira	Teacher Training Institute	Diploma	Teaching Primary School	6/30/80	Primary School Teacher

AFRICA BASED TRAINEES

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✗ Isabel de Almeida	University of Dakar	Withdrawn Academic	Medicine	10/30/78	Studying in Brazil
Daniel Araujo	Teachers College, Praia, CV	Certificate	Teaching Secondary School	9/30/82	In Cape Verde (Teaching)
Maria Jose Barbosa	Institute of Tourism, Tunisia	Diploma	Business	6/30/78	Section Chief at the Ministry Foreign Affairs
Braima Camara	Professional and Technical Training Center, Nigeria	Diploma	Telecommuni- cations	6/30/80	Telecommunications Engineer at Ministry of Information and Telecommunications
Luis Caribe	L'Ecole Rurale, Mali	Diploma	Agriculture	10/31/77	Employment Unknown
Benicio Lopes Da Costa	University of Dakar	Diploma	Economics	6/30/80	Head of the Finance Department at the PAIGC party Headquarters
✗ Houstapha Diawara	L'Institut Polytechnique Rural, Mali	Withdrawn Academic	Veterinary Medicine	6/30/78	Employment Unknown
Manuel Forbs	L'Ecole Centrale L'Industrie et Commerce, Mali	Diploma	Finance	10/31/77	Employment Unknown
✗ Adriano Gomes	L'Universite du Benin, Lome	B.S.	Education	6/30/80	In Togo

DTPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
Emanuel Marta	L'Ecole de L'Industrie et Commerce	Diploma	Business	10/31/77	Employment Unknown
✓ Joao G. Mendonca	L'Universite du Benin, Togo	B.S.	Education	6/30/80	In Togo
Casimiro Monteiro	L'Ecole Centrale de L'Industrie et Commerce, Mali	Diploma	Economics	10/31/77	Employment Unknown
Joaquim Moreira	Yaba College of Technology, Nigeria	Diploma	Electronic Engineering	10/31/79	Procurement chief at GUINAVE, shipyard
Dionisio Pereira	Teacher Training Institute, Cape Verde	Certificate	Teaching Secondary School	9/30/82	In Cape Verde
Alberto A. Quilan	Professional and Technical Training Center, Nigeria	Diploma	Telecommuni- cations	6/30/80	Head of Department of Tele- communications at Ministry of Information and Telecommuni- cations
x Augusto Sambu	L'Ecole du Tourisme, Tunisia	Withdrawn Academic	Tourism	12/31/76	CICER, soft drink and beer company in Bissau
Idrissa Sane	L'Institut Polytechnique Rural, Mali	Diploma	Veterinary Medicine	2/28/79	Employment Unknown
Mario Santos	Teachers Training Institute, Cape Verde	Withdrawn Academic	Teaching Secondary School	10/31/80	Head of the Department of Statistics at PAIGC Party Headquarters in Bissau

DIPSA Participants From Guinea-Bissau

<u>NAME</u>	<u>INSTITUTION</u>	<u>LEVEL OF TRAINING ACHIEVED</u>	<u>FIELD OF STUDY</u>	<u>DATE OF RETURN TO HOME COUNTRY</u>	<u>LAST KNOWN EMPLOYMENT</u>
✓ Dulce M. Serra	University of Dakar	B.A.	Languages	6/30/80	In Cape Verde
Victor Siga	Teacher Training Institute, Cape Verde	Certificate	Teaching Secondary School	9/30/82	Assistant Director of the Teacher Training Institute in Bissau
✓ Ernesto Carvalho	University of Sao Paulo, Brazil	B.A.	Social Science Research	12/31/84	In Brazil
✓ Frederico Pereira	University of Sao Paulo	MD	Medicine	12/30/85	Returned to Bissau and currently seeking employment
✓ Aldina Rendall	University of Sao Paulo	MD	Medicine	12/30/85	Returned to Bissau and seeking another scholarship to complete degree in Brazil

25

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 1
11/20/89

BEGAN TRAINING IN 1989 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> BA CAMARA SX: M DEG OBJ: TECHNICAL ONBOARD: 06/18/89 TERM. DATE: 07/29/89
GENERAL AREA OF STUDY: ADMINISTRATIVE SERVICES
MAJOR FIELD OF STUDY: PUBL ADMIN, MISC.
FACILITIES: 1. ATLANTA MGMT INST ATLANTA GA TRG DATES: 06/18/89 TO 07/29/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65770023 PROJECT #: 698043357

> BALDE ABUBACAR SX: M DEG OBJ: TECHNICAL ONBOARD: 01/12/89 TERM. DATE: 01/30/89
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 01/12/89 TO 01/18/89
2. AGRI DEPT OF FIELD OFFICE FLA 01/19/89 01/20/89
3. AGRI DEPT OF FIELD OFFICE WASH 01/21/89 01/25/89
4. UNITED NATIONS NEW YORK NY 01/26/89 01/30/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770019 PROJECT #: 6980433

> BALDE ALFASENE SX: M DEG OBJ: TECHNICAL ONBOARD: 08/13/89 TERM. DATE: 09/02/89
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. DENVER WILDLIFE RES CTR DENVER COLO TRG DATES: 08/13/89 TO 09/02/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780019 PROJECT #: 6570012

> CRUZ DAVID VERA SX: M DEG OBJ: TECHNICAL ONBOARD: 09/10/89 TERM. DATE: 11/13/89
GENERAL AREA OF STUDY: TECH SUPPORT, AGRIC. AND NAT. RESOURCES
MAJOR FIELD OF STUDY: AGRIC OTHER, REMOTE SENSING TECHNOLOGY
FACILITIES: 1. SOUTH DAKOTA STATE UNIVERSITY, BROOKINGS SD TRG DATES: 09/10/89 TO 11/13/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65760022 PROJECT #: 6570010

> D ALVA JOSE SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/89 TERM. DATE:
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: FARMING, IRRIGATION
FACILITIES: 1. NEW MEXICO STATE UNIV LAS CRUCES NM TRG DATES: 01/10/89 TO 12/31/93
CONTRACTOR: AFR AMER INST PIO/P #: 69814343 PROJECT #: 6980455

> DA COSTA MARIA IVONE LOPES PEREIRA SX: F DEG OBJ: TECHNICAL ONBOARD: 10/21/89 TERM. DATE:
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: AGRICULTURE, AGRICULTURAL BUSINESS
FACILITIES: 1. LAND O LAKES ARDEN HILLS MINN TRG DATES: 10/21/89 TO 11/18/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770028 PROJECT #: 6980433

7/8

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 2
11/20/89

BEGAN TRAINING IN 1989 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> DA SILVA N DEQUE CARLITOS SX: M DEG OBJ: TECHNICAL ONBOARD: 06/04/89 TERM. DATE: 07/21/89
GENERAL AREA OF STUDY: AGRICULTURAL MARKETING AND PROCESSING
MAJOR FIELD OF STUDY: ANIMAL HUSB., DAIRY
FACILITIES: 1. LAND O LAKES ST PAUL MINN TRG DATES: 06/04/89 TO 07/21/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770021 PROJECT #: 698043357

> DE ALMEIDA JOSE SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/89 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. NEW MEXICO STATE UNIV LAS CRUCES NM TRG DATES: 01/10/89 TO 12/31/93
CONTRACTOR: AFR AMER INST PIO/P #: 69814344 PROJECT #: 6980455

> DJALO MAMADU SALIU SX: M DEG OBJ: TECHNICAL ONBOARD: 07/09/89 TERM. DATE: 07/21/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: ATMOS./EARTH SCI., GEOLOGY
FACILITIES: 1. US GEOLOGICAL SURVEY RESTON VA TRG DATES: 07/09/89 TO 07/21/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65770025 PROJECT #: 6980433

> FORTES OLIVIO SX: M DEG OBJ: MASTER ONBOARD: 09/18/89 TERM. DATE:
GENERAL AREA OF STUDY: TECH SUPPORT, AGRIC. AND NAT. RESOURCES
MAJOR FIELD OF STUDY: BIOLOGY, MARINE BIOLOGY
FACILITIES: 1. OREGON STATE UNIVERSITY, CORVALLIS ORE TRG DATES: 09/20/89 TO 05/31/92
CONTRACTOR: AFR AMER INST PIO/P #: 69814345 PROJECT #: 6980455

> HANDEM ADELINO JOAO SX: M DEG OBJ: TECHNICAL ONBOARD: 07/09/89 TERM. DATE: 07/21/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: ATMOS./EARTH SCI., GEOLOGY
FACILITIES: 1. INTL ASSOC OF HYDROGEOLOGISTS WASHINGTON DC TRG DATES: 07/09/89 TO 07/21/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65770025 PROJECT #: 6980433

> KASSIMO JOSE MANUEL SX: M DEG OBJ: TECHNICAL ONBOARD: 01/12/89 TERM. DATE: 01/30/89
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 01/12/89 TO 01/18/89
2. AGRI DEPT OF FIELD OFFICE FLA 01/19/89 01/20/89
3. AGRI DEPT OF FIELD OFFICE WASH 01/21/89 01/25/89
4. UNITED NATIONS NEW YORK NY 01/26/89 01/30/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770019 PROJECT #: 6570433

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 3
11/20/89

BEGAN TRAINING IN 1989 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> SANE MALAL SX: M DEG OBJ: TECHNICAL ONBOARD: 01/12/89 TERM. DATE: 01/30/89
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 01/12/89 TO 01/18/89
2. AGRI DEPT OF FIELD OFFICE FLA 01/19/89 01/20/89
3. AGRI DEPT OF FIELD OFFICE WASH 01/21/89 01/25/89
4. UNITED NATIONS NEW YORK NY 01/26/89 01/30/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770019 PROJECT #: 6980433

> SEIDI DJARGA SX: M DEG OBJ: TECHNICAL ONBOARD: 07/16/89 TERM. DATE: 07/28/89
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: BIOLOGY, ENTOMOLOGY
FACILITIES: 1. OHIO STATE UNIV WOOSTER OHIO TRG DATES: 07/17/89 TO 07/28/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770026 PROJECT #: 6980433

> SHITHIGONA LITS OBOTSI S SX: F DEG OBJ: TECHNICAL ONBOARD: 06/16/89 TERM. DATE:
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. GENERAL ACCOUNT OFFICE WASHINGTON DC TRG DATES: 06/16/89 TO 11/06/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69880036 PROJECT #: 698046332

> SILVA ALFREDO RODRIGUES SX: M DEG OBJ: TECHNICAL ONBOARD: 09/27/89 TERM. DATE: 10/30/89
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, INVESTMENTS & SECURITIES
FACILITIES: 1. INTL LAW INST WASHINGTON DC TRG DATES: 09/27/89 TO 10/30/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69870029 PROJECT #: 6980433

28

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 4
11/20/89

BEGAN TRAINING IN 1989 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> ALBINO PAULO SX: M DEG OBJ: TECHNICAL ONBOARD: 06/04/89 TERM. DATE: 06/10/89
GENERAL AREA OF STUDY: CONTROL OF SPECIFIC DISEASES N.E.C.
MAJOR FIELD OF STUDY: PUBL HLTH, CONTROL OF SPECIAL DISEASES
FACILITIES: 1. CANADA (TCT)
CONTRACTOR: FAMILY HEALTH INTL
TRG DATES: 06/04/89 TO 06/10/89
PIO/P #: 93694201 PROJECT #: 9365972

> BALDE ANA MARCELINA SX: F DEG OBJ: TECHNICAL ONBOARD: 04/29/89 TERM. DATE: 05/05/89
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, AGRICULTURAL RESEARCH
FACILITIES: 1. NIGER (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 04/29/89 TO 09/30/90
PIO/P #: 65780015 PROJECT #: 6570012

> BAPTISTA FERNANDO SX: M DEG OBJ: TECHNICAL ONBOARD: 03/01/89 TERM. DATE: 12/31/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: GEOGRAPHY, GENERAL
FACILITIES: 1. PORTUGAL (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 03/01/89 TO 12/31/89
PIO/P #: 65740333 PROJECT #: 6570010

> CAMARA WALLY SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/01/89 TO 03/01/90
PIO/P #: 67580025 PROJECT #: 698046375

> CAMARA FATOU SX: F DEG OBJ: TECHNICAL ONBOARD: 06/23/89 TERM. DATE: 06/30/89
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR. BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, DEVELOPMENT PLANNING
FACILITIES: 1. IVORY COAST (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/23/89 TO 06/30/89
PIO/P #: 65770022 PROJECT #: 698043357

> CIA N QUEBA SX: M DEG OBJ: TECHNICAL ONBOARD: 04/27/89 TERM. DATE: 09/30/90
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, PLANT PATHOLOGY (AG CROPS)
FACILITIES: 1. PORTUGAL (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 04/28/89 TO 09/30/90
PIO/P #: 65780002 PROJECT #: 6570012

> CONDE MAMADI SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/01/89 TO 03/01/90
PIO/P #: 67580027 PROJECT #: 698046375

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 5
11/20/89

BEGAN TRAINING IN 1989 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> DA SILVA JERONIMO SX: M DEG OBJ: TECHNICAL ONBOARD: 02/28/89 TERM. DATE: 03/31/90
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS, INTERNATIONAL BUSINESS ADMIN.
FACILITIES: 1. PORTUGAL (TCT) TRG DATES: 02/28/89 TO 03/31/90
CONTRACTOR: CONTPGNM***** PIO/P #: 65760017 PROJECT #: 6570010

> DIALLO IBRAHIMA SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT) TRG DATES: 06/01/89 TO 03/01/90
CONTRACTOR: CONTPGNM***** PIO/P #: 67580026 PROJECT #: 675046375

> FERREIRA MARIA ROSA SX: F DEG OBJ: TECHNICAL ONBOARD: 04/27/89 TERM. DATE: 09/30/90
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, PLANT PATHOLOGY (AG CROPS)
FACILITIES: 1. PORTUGAL (TCT) TRG DATES: 04/27/89 TO 09/30/90
CONTRACTOR: CONTPGNM***** PIO/P #: 65780002 PROJECT #: 6570012

> LANDIM PEDRO SX: M DEG OBJ: TECHNICAL ONBOARD: 05/07/89 TERM. DATE: 05/07/90
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, PESTICIDES
FACILITIES: 1. PORTUGAL (TCT) TRG DATES: 05/08/89 TO 06/03/89
CONTRACTOR: CONTPGNM***** PIO/P #: 65780016 PROJECT #: 6570012

> MAM CALLE SX: M DEG OBJ: TECHNICAL ONBOARD: 02/28/89 TERM. DATE: 03/31/90
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS, MANAGEMENT & ADMINISTRATION
FACILITIES: 1. PORTUGAL (TCT) TRG DATES: 02/28/89 TO 03/31/90
CONTRACTOR: CONTPGNM***** PIO/P #: 65760017 PROJECT #: 6570010

> MANE SERGIO SX: M DEG OBJ: TECHNICAL ONBOARD: 06/23/89 TERM. DATE: 06/30/89
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, DEVELOPMENT PLANNING
FACILITIES: 1. IVORY COAST (TCT) TRG DATES: 06/23/89 TO 06/30/89
CONTRACTOR: CONTPGNM***** PIO/P #: 65760018 PROJECT #: 698043357

> MANUEL FRANCISCO SX: M DEG OBJ: TECHNICAL ONBOARD: 03/01/89 TERM. DATE: 12/31/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: GEOGRAPHY, GENERAL
FACILITIES: 1. PORTUGAL (TCT) TRG DATES: 03/01/89 TO 12/31/89
CONTRACTOR: CONTPGNM***** PIO/P #: 65740333 PROJECT #: 6570010

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 6
11/20/89

BEGAN TRAINING IN 1989 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> MARGEA MOHAMED SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/01/89 TO 03/01/90
PIO/P #: 67580028 PROJECT #: 698046375

> SAMOURE SITA MAMOUDOU SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/01/89 TO 03/01/90
PIO/P #: 67580024 PROJECT #: 698046375

> SANHA ALEXANDRE SX: M DEG OBJ: TECHNICAL ONBOARD: 02/28/89 TERM. DATE: 03/31/90
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS, MANAGEMENT & ADMINISTRATION
FACILITIES: 1. PORTUGAL (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 02/28/89 TO 03/31/90
PIO/P #: 65760017 PROJECT #: 6570010

> SANI PAULO CALILO SX: M DEG OBJ: TECHNICAL ONBOARD: 02/28/89 TERM. DATE: 03/31/90
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS, MANAGEMENT & ADMINISTRATION
FACILITIES: 1. PORTUGAL (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 02/28/89 TO 03/31/90
PIO/P #: 65760017 PROJECT #: 6570010

> SOARES JOSE JOAO SX: M DEG OBJ: TECHNICAL ONBOARD: 03/01/89 TERM. DATE: 12/31/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: GEOGRAPHY, GENERAL
FACILITIES: 1. PORTUGAL (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 03/01/89 TO 12/31/89
PIO/P #: 65740333 PROJECT #: 6570010

> WANN ALIOU SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/89 TERM. DATE: 03/01/90
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, ECONOMIC DEVELOPMENT
FACILITIES: 1. GUINEA (TCT)
CONTRACTOR: CONTPGNM*****
TRG DATES: 06/01/89 TO 03/01/90
PIO/P #: 67580029 PROJECT #: 698046375

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 7
11/20/89

BEGAN TRAINING IN 1988 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> CASSAMA MUSTAFA SOARES SX: M DEG OBJ: MASTER ONBOARD: 02/09/88 TERM. DATE:
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: BIOLOGY, ENTOMOLOGY
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 02/09/88 TO 06/05/88
2. KANSAS STATE UNIV MANHATTAN KAN 06/06/88 09/30/90
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780004 PROJECT #: 6570012

> D ALVA HENRIQUE SX: M DEG OBJ: TECHNICAL ONBOARD: 10/22/88 TERM. DATE: 11/07/88
GENERAL AREA OF STUDY: ENVIRONMENTAL SANITATION
MAJOR FIELD OF STUDY: ENVIRON/CONS, RESOURCE PROTECT/REGULTN
FACILITIES: 1. ENVIRON PROTECT AGENCY WASHINGTON DC TRG DATES: 10/25/88 TO 11/07/88
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65770018 PROJECT #: 6980433

> DA CUNHA MARIA ODETE SX: F DEG OBJ: MASTER ONBOARD: 01/09/88 TERM. DATE:
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. TEXAS TECHNOLOGICAL UNIVERSITY, LUBBOCK TEX TRG DATES: 01/12/88 TO 06/30/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814342 PROJECT #: 6980455

> DE ABREU LOURENCO SX: M DEG OBJ: MASTER ONBOARD: 01/26/88 TERM. DATE:
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: BIOLOGY, ENTOMOLOGY
FACILITIES: 1. COMMERCE DEPT OF WASHINGTON DC TRG DATES: 01/26/88 TO 01/29/88
2. TEXAS A AND M UNIVERSITY COLLEGE STAT TEX 01/29/88 05/14/88
3. OKLAHOMA STATE UNIVERSITY, STILLWATER OKLA 05/15/88 06/30/89
4. HOME LEAVE 07/01/89 07/25/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780005 PROJECT #: 6570012

> YANO NELSON SX: M DEG OBJ: TECHNICAL ONBOARD: 09/09/88 TERM. DATE: 10/29/88
GENERAL AREA OF STUDY: CONTROL OF SPECIFIC DISEASES N.E.C.
MAJOR FIELD OF STUDY: PUBL HLTH, CONTROL OF SPECIAL DISEASES
FACILITIES: 1. UNIVERSITY OF SOUTH CAROLINA, COLUMBIA SC TRG DATES: 09/19/88 TO 10/29/88
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 88980037 PROJECT #: 8890249

28

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 8
11/20/89

BEGAN TRAINING IN 1988 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> DA SILVA AUGUSTO
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: PUBL HLTH, FAMILY PLANNING
FACILITIES: 1. BRAZIL (TCT)
CONTRACTOR: CONTPGNM O*****

SX: M DEG OBJ: TECHNICAL ONBOARD: 12/31/88 TERM. DATE: 12/18/88

TRG DATES: 12/18/88 TO 12/31/88
PIO/P #: 65770014 PROJECT #: 6570462

> DOS S MONTEIRO MARIA VIRGINIA
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: PUBL HLTH, FAMILY PLANNING
FACILITIES: 1. BRAZIL (TCT)
CONTRACTOR: CONTPGNM O*****

SX: M DEG OBJ: TECHNICAL ONBOARD: 12/31/88 TERM. DATE: 12/18/88

TRG DATES: 12/18/88 TO 12/31/88
PIO/P #: 65770014 PROJECT #: 6570462

> FERNANDES DOMINGOS LOURENCO
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: PUBL HLTH, FAMILY PLANNING
FACILITIES: 1. BRAZIL (TCT)
CONTRACTOR: CONTPGNM O*****

SX: M DEG OBJ: TECHNICAL ONBOARD: 12/31/88 TERM. DATE: 12/18/88

TRG DATES: 12/18/88 TO 12/31/88
PIO/P #: 65770014 PROJECT #: 6570462

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 9
11/20/89

BEGAN TRAINING IN 1987 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> DA SILVA AUGUSTO PAULO JOSE SX: M DEG OBJ: TECHNICAL ONBOARD: 03/28/87 TERM. DATE: 05/03/87
GENERAL AREA OF STUDY: NUTRITION
MAJOR FIELD OF STUDY: HOME ECONOMICS, FOOD & NUTRITION
FACILITIES: 1. UNIVERSITY OF CONNECTICUT FARMINGTON CONN TRG DATES: 04/01/87 TO 05/01/87
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69813535 PROJECT #: 6980433

> DUMBIA IMBEMBA SX: M DEG OBJ: BACHELOR ONBOARD: 09/16/87 TERM. DATE: 01/31/89
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, GENERAL
FACILITIES: 1. UNIVERSITY OF TENNESSEE MARTIN TENN TRG DATES: 09/22/87 TO 01/31/89
CONTRACTOR: AFR AMER INST PIO/P #: 69814339 PROJECT #: 6980455

> FERNANDES FLORENTINO SX: M DEG OBJ: MASTER ONBOARD: 01/03/87 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, PLANT PATHOLOGY (AG CROPS)
FACILITIES: 1. WASHINGTON INTERNATIONAL CENTER WASHINGTON DC TRG DATES: 01/03/87 TO 01/07/87
2. UNIV OF ARK FAYETTEVILLE ARK 01/07/87 01/12/87
3. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 01/13/87 01/30/90
CONTRACTOR: DEPT OF AGRI PIO/P #: 65750003 PROJECT #: 6570012

> PAQUETE ALCINA SX: F DEG OBJ: MASTER ONBOARD: 01/03/87 TERM. DATE:
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. BOSTON UNIV BOSTON MASS TRG DATES: 01/05/87 TO 08/31/87
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 09/01/87 09/30/89
CONTRACTOR: AFR AMER INST PIO/P #: 69814338 PROJECT #: 6980455

> SANCA ARNALDO AUGUSTO SX: M DEG OBJ: BACHELOR ONBOARD: 09/16/87 TERM. DATE:
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: ENGINEERING, IRRIGATION ENGR/TECH
FACILITIES: 1. UNIVERSITY OF TENNESSEE MARTIN TENN TRG DATES: 09/22/87 TO 08/14/88
2. UNIV OF ARIZ TUCSON ARIZ 08/15/88 09/30/92
CONTRACTOR: AFR AMER INST PIO/P #: 69814340 PROJECT #: 6980455

> SANDE FERNANDO SX: M DEG OBJ: BACHELOR ONBOARD: 09/16/87 TERM. DATE:
GENERAL AREA OF STUDY: FORESTRY
MAJOR FIELD OF STUDY: AGRIC OTHER, FORESTRY - GENERAL
FACILITIES: 1. UNIVERSITY OF TENNESSEE MARTIN TENN TRG DATES: 09/22/87 TO 09/30/92
CONTRACTOR: AFR AMER INST PIO/P #: 69814341 PROJECT #: 6980455

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 10
11/20/89

BEGAN TRAINING IN 1987 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> SEIDI DJARGA SX: M DEG OBJ: TECHNICAL ONBOARD: 07/19/87 TERM. DATE: 07/30/87
GENERAL AREA OF STUDY: AGRIC. EDUC., EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, AGRIBUSINESS MANAGEMENT
FACILITIES: 1. OHIO STATE UNIV WOOSTER OHIO TRG DATES: 07/19/87 TO 07/30/87
CONTRACTOR: DEPT OF AGRI PIO/P #: 69816554 PROJECT #: 6980433

> VARELA CIRILO S T SX: M DEG OBJ: BACHELOR ONBOARD: 01/03/87 TERM. DATE:
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: BIOLOGY, ENTOMOLOGY
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 01/03/87 TO 01/09/87
2. UNIVERSITY OF MISSOURI, COLUMBIA MD 01/10/87 06/15/91
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780006 PROJECT #: 6570012

51

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 11
11/20/89

BEGAN TRAINING IN 1986 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> ARAUJO REGINA SX: F DEG OBJ: BACHELOR ONBOARD: 01/09/86 TERM. DATE: 06/16/88
GENERAL AREA OF STUDY: COMMUNITY DEVELOPMENT
MAJOR FIELD OF STUDY: SOCIOLOGY, GENERAL
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 01/09/86 TO 01/11/87
2. GUILFORD COLL GREENSBORO NC 01/12/87 01/07/88
3. GUILFORD COLL GREENSBORO NC 01/08/88 06/16/88
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69813530 PROJECT #: 698043343

> BIAI MANUEL SX: M DEG OBJ: TECHNICAL ONBOARD: 06/15/86 TERM. DATE: 07/12/86
GENERAL AREA OF STUDY: AGRICULTURAL MARKETING AND PROCESSING
MAJOR FIELD OF STUDY: ANIMAL HUSB., DAIRY
FACILITIES: 1. LAND O LAKES ST PAUL MINN TRG DATES: 06/15/86 TO 07/12/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 69816541 PROJECT #: 6980433

> CAMARA MALAM BEEKER SX: M DEG OBJ: TECHNICAL ONBOARD: 06/22/86 TERM. DATE: 07/31/86
GENERAL AREA OF STUDY: LABOR, MANPOWER, AND PRICE STATISTICS
MAJOR FIELD OF STUDY: LABOR, LABOR UNION ADMINISTRATION
FACILITIES: 1. LABOR DEPT OF DC TRG DATES: 06/22/86 TO 07/31/86
CONTRACTOR: BUREAU OF LABOR STATISTICS PIO/P #: 69815847 PROJECT #: 6980433

> DE ABREU LOURENCO SX: M DEG OBJ: TECHNICAL ONBOARD: 06/01/86 TERM. DATE: 06/13/86
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. UNIVERSITY OF MARYLAND, COLLEGE PARK MD TRG DATES: 06/01/86 TO 06/13/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 65750007 PROJECT #: 6570012

> DJASSI SULEIMANE SX: M DEG OBJ: TECHNICAL ONBOARD: 11/22/86 TERM. DATE: 12/23/86
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. CREATIVE CRAFTS SCH WASHINGTON DC TRG DATES: 11/22/86 TO 11/29/86
2. FISHTEC WAKEFIELD RI 11/30/86 12/23/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 69816548 PROJECT #: 6980433

> GOMES JOAO SX: M DEG OBJ: TECHNICAL ONBOARD: 06/24/86 TERM. DATE: 06/11/87
GENERAL AREA OF STUDY: COMMUNICATIONS MEDIA
MAJOR FIELD OF STUDY: COMMUNICATIONS, JOURNALISM
FACILITIES: 1. UNIVERSITY OF MISSOURI, COLUMBIA MO TRG DATES: 06/25/86 TO 01/21/87
2. UNIVERSITY OF WISCONSIN, MADISON WISC 01/22/87 06/11/87
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69813534 PROJECT #: 6980433

88

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 12
11/20/89

BEGAN TRAINING IN 1986 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> ISAAC MONTEIRO ANTONIO SX: M DEG OBJ: BACHELOR ONBOARD: 05/08/86 TERM. DATE:
GENERAL AREA OF STUDY: COMMUNITY DEVELOPMENT
MAJOR FIELD OF STUDY: SOCIOLOGY, GENERAL
FACILITIES: 1. UNIVERSITY OF FLORIDA, GAINESVILLE FLA TRG DATES: 05/09/86 TO 12/30/86
2. CENTRAL PIEDMONT COMM COLLEGE CHARLOTTE NC 01/01/87 06/30/87
3. NORTH CAROLINA STATE UNIV., RALEIGH NC 07/01/87 12/31/90
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #: 6980455

> PAQUETTE CARLOS SX: M DEG OBJ: BACHELOR ONBOARD: 09/30/86 TERM. DATE: 12/31/88
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, GENERAL
FACILITIES: 1. BOSTON UNIV ENG LANG BOSTON MASS TRG DATES: 10/06/86 TO 12/31/86
2. RHODE ISLAND COLL OF EDUC PROVIDENCE RI 01/01/87 12/31/88
CONTRACTOR: AFR AMER INST PIO/P #: 69814336 PROJECT #: 6980455

> PERALTA HENRIQUE ROSADO SX: M DEG OBJ: TECHNICAL ONBOARD: 11/22/86 TERM. DATE: 12/23/86
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. CREATIVE CRAFTS SCH WASHINGTON DC TRG DATES: 11/22/86 TO 11/29/86
2. FISHTEC WAKEFIELD RI 11/30/86 12/23/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 69816548 PROJECT #: 6980433

> PEREIRA JULIETA SX: F DEG OBJ: PH.D ONBOARD: 09/30/86 TERM. DATE:
GENERAL AREA OF STUDY: ALL OTHER EDUCATION
MAJOR FIELD OF STUDY: EDUC ADMIN, INSTITUTE PLANNING & DEVEL
FACILITIES: 1. BOSTON UNIV ENG LANG BOSTON MASS TRG DATES: 10/06/86 TO 12/31/86
2. UNIVERSITY OF MASSACHUSETTS, AMHERST MASS 01/01/87 05/31/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814337 PROJECT #: 6980455

> SANHA MAMADU SX: M DEG OBJ: TECHNICAL ONBOARD: 10/02/86 TERM. DATE: 02/01/87
GENERAL AREA OF STUDY: FUNDAMENTAL ADULT AND COMMUNITY EDUC.
MAJOR FIELD OF STUDY: EDUCATION, TEACHING ENGL AS FOREIGN LANG
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 10/06/86 TO 12/31/86
2. UNIVERSITY OF CALIFORNIA, RIVERSIDE CAL 01/01/87 02/04/87
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65740004 PROJECT #: 6570011

> SANTOS ANTONIO MORAIS SX: M DEG OBJ: TECHNICAL ONBOARD: 11/22/86 TERM. DATE: 12/23/86
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. U.S.D.A. GRADUATE SCHOOL, WAKEFIELD DC TRG DATES: 11/22/86 TO 11/29/86
2. FISHTEC WAKEFIELD RI 11/30/86 12/23/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 69816548 PROJECT #: 6980433

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 13
11/20/89

BEGAN TRAINING IN 1986 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> SILBA	ARTUR AUGUSTO	SX: M	DEG OBJ: TECHNICAL	ONBOARD: 11/22/86	TERM. DATE: 12/23/86
GENERAL AREA OF STUDY: FISHERIES					
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER					
FACILITIES: 1. U.S.D.A. GRADUATE SCHOOL,		DC	TRG DATES: 11/22/86 TO 11/29/86		
2. FISHTEC		RI	11/30/86 12/23/86		
CONTRACTOR: DEPT OF AGRI		WAKEFIELD	PIO/P #: 69816548 PROJECT #: 6980433		
> TURPIN	PAUL F R	SX: M	DEG OBJ: TECHNICAL	ONBOARD: 11/22/86	TERM. DATE: 12/23/86
GENERAL AREA OF STUDY: FISHERIES					
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER					
FACILITIES: 1. U.S.D.A. GRADUATE SCHOOL,		DC	TRG DATES: 11/22/86 TO 11/29/86		
2. FISHTEC		RI	11/30/86 12/23/86		
CONTRACTOR: DEPT OF AGRI		WAKEFIELD	PIO/P #: 69816548 PROJECT #: 6980433		
> VAZ	MARCELINO	SX: M	DEG OBJ: TECHNICAL	ONBOARD: 06/01/86	TERM. DATE: 06/09/86
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT					
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE					
FACILITIES: 1. UNIVERSITY OF MARYLAND, COLLEGE PARK		MD	TRG DATES: 06/01/86 TO 06/09/86		
CONTRACTOR: DEPT OF AGRI			PIO/P #: 65750007 PROJECT #: 6570012		
> VIEIRA	JUSTINO	SX: M	DEG OBJ: TECHNICAL	ONBOARD: 10/04/86	TERM. DATE: 10/30/86
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES					
MAJOR FIELD OF STUDY: ENGINEERING, IRRIGATION ENGR/TECH					
FACILITIES: 1. AGRI DEPT OF		WASHINGTON	DC	TRG DATES: 10/04/86 TO 10/07/86	
2. UNIV OF ARK		LITTLE ROCK	ARK	10/08/86 10/11/86	
3. LOUISIANA STATE UNIV A AND M C		BATON ROUGE	LA	10/12/86 10/18/86	
4. TEXAS A AND M UNIVERSITY		COLLEGE STAT	TEX	10/19/86 10/24/86	
5. AGRI DEPT OF		WASHINGTON	DC	10/25/86 10/30/86	
CONTRACTOR: DEPT OF AGRI				PIO/P #: 65750306 PROJECT #: 6570010	

2

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 14
11/20/89

BEGAN TRAINING IN 1986 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> BARBOSA MARIA MARCELINA SX: F DEG OBJ: BACHELOR ONBOARD: 01/01/86 TERM. DATE: 01/01/91
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. BRAZIL (TCT)
CONTRACTOR: CONSORTM FOR INTL DEV

TRG DATES: 01/01/86 TO 01/01/91
PIO/P #: 69813529 PROJECT #: 698043343

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ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 15
11/20/89

BEGAN TRAINING IN 1985 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> AMADO DANIELA TEIXEIRA SX: F DEG OBJ: BACHELOR ONBOARD: 10/15/85 TERM. DATE:
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, GENERAL
FACILITIES: 1. MERCEL COLL MERCEL CAL TRG DATES: 10/18/85 TO 08/31/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814333 PROJECT #: 6980455

> AMARANTE CARLOS SX: M DEG OBJ: BACHELOR ONBOARD: 10/15/85 TERM. DATE:
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. UNIV OF ALA TUSCALOOSA ALA TRG DATES: 10/18/85 TO 08/17/86
2. MERCEL COLL MERCEL CAL 08/18/86 08/19/88
3. CALIFORNIA STATE UNIV FRESNO FRESNO CAL 08/20/88 08/31/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814334 PROJECT #: 6980455

> ANTONIO CO LUIS SX: M DEG OBJ: ASSOCIATE ONBOARD: 02/13/85 TERM. DATE: 06/22/89
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 02/13/85 TO 01/01/86
2. ABRAHAM BALDWIN COLL TIFTON GA 01/01/86 06/22/89
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65740003 PROJECT #: 6570010

> BORGES JOAO ANTONIO GALVAO DOS R SX: M DEG OBJ: BACHELOR ONBOARD: 09/15/85 TERM. DATE:
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 09/15/85 TO 09/22/85
2. GEORGETOWN UNIV ALIGU WASHINGTON DC 09/23/85 05/16/86
3. NEW MEXICO STATE UNIV LAS CRUCES NM 05/17/86 06/07/86
4. PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PK PA 06/08/86 12/30/89
CONTRACTOR: DEPT OF AGRI PIO/P #: 69813523 PROJECT #: 698043343

> DA SILVA ALFREDO SX: M DEG OBJ: BACHELOR ONBOARD: 09/03/85 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. CALIFORNIA STATE UNIV FRESNO FRESNO CAL TRG DATES: 09/06/85 TO 05/30/86
2. MERCEL COLL MERCEL CAL 06/01/86 08/31/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814332 PROJECT #: 6980455

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 16
11/20/89

BEGAN TRAINING IN 1985 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> DE SILVA CARLOS SCHWARZ SX: M DEG OBJ: TECHNICAL ONBOARD: 09/01/85 TERM. DATE: 09/18/85
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. WASHINGTON INTERNATIONAL CENTER WASHINGTON DC TRG DATES: 09/01/85 TO 09/03/85
2. ENZYME MED TECH INC NEW YORK NY 09/04/85 09/05/85
3. UNIVERSITY OF ILLINOIS, CHAMPAIGN/URBANA ILL 09/06/85 09/06/85
4. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 09/07/85 09/07/85
5. TEXAS A AND M UNIVERSITY COLLEGE STAT TEX 09/11/85 09/13/85
6. UNIVERSITY OF CALIFORNIA, DAVIS CAL 09/14/85 09/18/85
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770022 PROJECT #: 6570009

> DJATA RUI NENE SX: M DEG OBJ: BACHELOR ONBOARD: 02/13/85 TERM. DATE:
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 02/13/85 TO 01/02/86
2. ARIZONA WESTERN COLL YUMA ARIZ 01/02/86 01/01/87
3. PIMA COMMUNITY COLLEGE TUCSON ARIZ 01/01/87 08/24/87
4. UNIV OF ARIZ TUCSON ARIZ 08/24/87 08/31/90
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 65740001 PROJECT #: 6570010

> FONSECA JOSE FILIPE SX: M DEG OBJ: TECHNICAL ONBOARD: 09/01/85 TERM. DATE: 09/18/85
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. WASHINGTON INTERNATIONAL CENTER WASHINGTON DC TRG DATES: 09/01/85 TO 09/03/85
2. ENZYME MED TECH INC NEW YORK NY 09/04/85 09/05/85
3. UNIVERSITY OF ILLINOIS, CHAMPAIGN/URBANA ILL 09/06/85 09/06/85
4. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 09/07/85 09/07/85
5. TEXAS A AND M UNIVERSITY COLLEGE STAT TEX 09/11/85 09/13/85
6. UNIVERSITY OF CALIFORNIA, DAVIS CAL 09/14/85 09/18/85
CONTRACTOR: DEPT OF AGRI PIO/P #: 65770022 PROJECT #: 6570009

> MALU DOMINGOS SX: M DEG OBJ: BACHELOR ONBOARD: 09/03/85 TERM. DATE:
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. CALIFORNIA STATE UNIV FRESNO FRESNO CAL TRG DATES: 09/06/85 TO 10/19/86
2. MERCEL COLL MERCEL CAL 10/20/86 08/31/90
CONTRACTOR: AFR AMER INST PIO/P #: 69814331 PROJECT #: 6980455

> SALLA DANIEL IBRAHIMA SX: M DEG OBJ: TECHNICAL ONBOARD: 04/29/85 TERM. DATE: 05/20/85
GENERAL AREA OF STUDY: ALL OTHER PRIV. ENTERPRISE, GEN. N.E.C.
MAJOR FIELD OF STUDY: BUSINESS/IND., COMMERCE
FACILITIES: 1. WORLD TRADE INSTITUTE, NEW YORK CITY NY TRG DATES: 04/29/85 TO 05/20/85
CONTRACTOR: IT/PO PIO/P #: 69813525 PROJECT #: 698043343

21

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 17
11/20/89

BEGAN TRAINING IN 1985 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> SAMPU PAULO C SX: M DEG OBJ: TECHNICAL ONBOARD: 11/09/85 TERM. DATE: 12/11/85
GENERAL AREA OF STUDY: ALL OTHER PRIV. ENTERPRISE, GEN. N.E.C.
MAJOR FIELD OF STUDY: BUSINESS/IND., COMMERCE
FACILITIES: 1. AMER ASSOC OF ARCHITECTS WASHINGTON DC TRG DATES: 11/12/85 TO 12/11/85
CONTRACTOR: PARTNERS FOR INTL EDUC AND TRAINING PIO/P #: 69813531 PROJECT #: 6980433

70

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 18
11/20/89

BEGAN TRAINING IN 1985 - THIRD COUNTRY TRAINING

PARTICIPANT NAME - LAST, FIRST

> ALVARENGA ESTEVAO CARVALHO DE SX: M DEG OBJ: TECHNICAL ONBOARD: 11/05/85 TERM. DATE: 01/01/88
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.

MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING

FACILITIES: 1. PORTUGAL (TCT)

CONTRACTOR: CONTPGNM O*****

TRG DATES: 11/05/85 TO 01/01/87
PIO/P #: 69813538 PROJECT #: 698043343

> MENDONCA CARLOS SX: M DEG OBJ: ASSOCIATE ONBOARD: 10/06/85 TERM. DATE: 07/05/88
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.

MAJOR FIELD OF STUDY: BUSINESS/IND., COMMERCE

FACILITIES: 1. GEORGETOWN UNIV ALIGU

2. PORTUGAL (TCT)

CONTRACTOR: CONTPGNM O*****

WASHINGTON DC

TRG DATES: 10/08/85 TO 06/02/86

10/06/86 07/05/88

PIO/P #: 65713521 PROJECT #: 698043343

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 19
11/20/89

BEGAN TRAINING IN 1984 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> DJASSI SULEIMANE SX: M DEG OBJ: MASTER ONBOARD: 05/31/84 TERM. DATE: 08/31/85
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: PUBL ADMIN, GENERAL
FACILITIES: 1. UNIVERSITY OF SOUTH CAROLINA, COLUMBIA SC TRG DATES: 06/04/84 TO 08/31/85
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> PEREIRA JERONIMO GRACIANO SX: M DEG OBJ: BACHELOR ONBOARD: 01/05/84 TERM. DATE: 05/31/89
GENERAL AREA OF STUDY: SOCIAL WELFARE, NONINSTITUTIONAL
MAJOR FIELD OF STUDY: SOCIAL WORK, GENERAL
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 01/05/84 TO 12/31/84
2. SOUTHERN UNIVERSITY, A&M COLLEGE, BATON ROUGE LA 01/01/85 05/31/89
CONTRACTOR: AFR AMER INST PIO/P #: 65749999 PROJECT #:

> SARAIYA HJOSE SX: M DEG OBJ: TECHNICAL ONBOARD: 01/14/84 TERM. DATE: 02/10/84
GENERAL AREA OF STUDY: TRADE UNION DEVELOPMENT
MAJOR FIELD OF STUDY: LABOR, LABOR UNION ADMINISTRATION
FACILITIES: 1. LABOR DEPT OF DC TRG DATES: 01/14/84 TO 02/10/84
CONTRACTOR: LABOR ORG DEV PROJECT PIO/P #: PROJECT #: 9380601

> SILVA DEOLINDA MENDES SX: F DEG OBJ: BACHELOR ONBOARD: 01/05/84 TERM. DATE:
GENERAL AREA OF STUDY: SOCIAL WELFARE, NONINSTITUTIONAL
MAJOR FIELD OF STUDY: SOCIAL WORK, GENERAL
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 01/05/84 TO 08/31/88
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> TAVARES LUIS ANTONIO SX: M DEG OBJ: BACHELOR ONBOARD: 11/04/84 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, PEST CONTROL, INSECTS, PARASIT
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 11/04/84 TO 06/09/85
2. PURDUE UNIVERSITY, LAFAYETTE IND 06/10/85 07/31/85
3. AGRI DEPT OF WASHINGTON DC 08/01/85 09/24/85
4. UNIVERSITY OF CALIFORNIA, DAVIS CAL 09/25/85 03/31/90
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780017 PROJECT #: 6570012

> VAZ MARCELINO SX: M DEG OBJ: TECHNICAL ONBOARD: 03/30/84 TERM. DATE: 06/13/84
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 03/30/84 TO 05/30/84
2. PURDUE UNIVERSITY, LAFAYETTE IND 05/31/84 06/12/84
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

22

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 20
11/20/89

BEGAN TRAINING IN 1983 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> ABREU ISABEL MARQUES SX: F DEG OBJ: BACHELOR ONBOARD: 03/01/83 TERM. DATE: 05/31/88
GENERAL AREA OF STUDY: FORESTRY
MAJOR FIELD OF STUDY: AGRIC OTHER, FORESTRY - GENERAL
FACILITIES: 1. UNIV OF ALA TUSCALOOSA ALA TRG DATES: 03/13/83 TO 05/31/88
CONTRACTOR: AFR AMER INST PIO/P #: 65739999 PROJECT #:

> BARBOSA ANTONIO ALCALA SX: M DEG OBJ: BACHELOR ONBOARD: 10/13/83 TERM. DATE: 01/28/89
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. US GEOLOGICAL SURVEY TUCSON ARIZ TRG DATES: 10/13/83 TO 12/31/88
CONTRACTOR: AFR AMER INST PIO/P #: 65739999 PROJECT #:

> DA SILVA HUMBERTO JOSE SX: M DEG OBJ: BACHELOR ONBOARD: 10/13/83 TERM. DATE: 08/17/89
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. US GEOLOGICAL SURVEY TUCSON ARIZ TRG DATES: 10/13/83 TO 05/31/89
CONTRACTOR: AFR AMER INST PIO/P #: 65739999 PROJECT #:

> DIAS CASIMIRO SX: M DEG OBJ: BACHELOR ONBOARD: 10/13/83 TERM. DATE: 05/17/89
GENERAL AREA OF STUDY: FORESTRY
MAJOR FIELD OF STUDY: AGRIC OTHER, FORESTRY - GENERAL
FACILITIES: 1. COLORADO STATE UNIV FT COLLINS COLO TRG DATES: 10/13/83 TO 05/31/89
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GOMES HELDER PEREIRA SX: M DEG OBJ: BACHELOR ONBOARD: 03/13/83 TERM. DATE: 04/30/83
GENERAL AREA OF STUDY: COMMUNITY DEVELOPMENT
MAJOR FIELD OF STUDY: SOCIOLOGY, GENERAL
FACILITIES: 1. UNIV OF ALA TUSCALOOSA ALA TRG DATES: 03/13/83 TO 04/30/83
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MENDES RUFINO JOSE SX: M DEG OBJ: BACHELOR ONBOARD: 03/13/83 TERM. DATE: 09/26/87
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. UNIV OF ALA TUSCALOOSA ALA TRG DATES: 03/13/83 TO 12/02/83
2. SOUTHERN UNIVERSITY, A&M COLLEGE, BATON ROUGE LA 12/02/83 06/19/84
3. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 06/19/84 09/26/87
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MENOUT GERALDO SARIOT SX: M DEG OBJ: BACHELOR ONBOARD: 10/13/83 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: URBAN STUDIES, URBAN DEVELOPMENT & PLANNING
FACILITIES: 1. COLORADO STATE UNIV FT COLLINS COLO TRG DATES: 10/13/83 TO 08/31/88
CONTRACTOR: AFR AMER INST PIO/P #: 65739999 PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 21
11/20/89

BEGAN TRAINING IN 1983 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> PEREIRA CARMEN MARIA SX: F DEG OBJ: BACHELOR ONBOARD: 03/13/83 TERM. DATE:
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN., & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. UNIV OF ALA TUSCALOOSA ALA TRG DATES: 03/13/83 TO 12/31/89
CONTRACTOR: AFR AMER INST PIO/P #: 65739999 PROJECT #:

> PONTES AVELINO L SX: M DEG OBJ: MASTER ONBOARD: 12/29/83 TERM. DATE: 09/02/84
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ATMOS./EARTH SCI., OCEANOGRAPHY
FACILITIES: 1. FLORIDA INST OF TECH MELBOURNE FLA TRG DATES: 12/29/83 TO 09/02/84
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> SILVA CARLOS ALBERTO SX: M DEG OBJ: TECHNICAL ONBOARD: 03/14/83 TERM. DATE: 04/01/83
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: HOME ECONOMICS, FAMILY PLANNING
FACILITIES: 1. JOHNS HOPKINS UNIV BALTIMORE MD TRG DATES: 03/14/83 TO 04/01/83
CONTRACTOR: JOHNS HOPKINS UNIV PIO/P #: PROJECT #:

26

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 22
11/20/89

BEGAN TRAINING IN 1982 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> BADJI MAMADU SX: M DEG OBJ: BACHELOR ONBOARD: 09/10/82 TERM. DATE:
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 09/10/82 TO 09/01/89
CONTRACTOR: AFR AMER INST PIO/P #: 65729999 PROJECT #:

> DA SILVA CESALTINA ARAUJO SX: F DEG OBJ: ASSOCIATE ONBOARD: 10/04/82 TERM. DATE: 03/31/86
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. UNIV OF ARIZ TUCSON ARIZ TRG DATES: 10/04/82 TO 03/31/86
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> INTCHASSO NHAREBAT NANCAIA SX: M DEG OBJ: MASTER ONBOARD: 01/08/82 TERM. DATE: 12/22/84
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 01/12/82 TO 01/12/83
2. MISSISSIPPI STATE UNIV STARKVILLE MISS 01/13/83 12/22/84
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> KADRA MOUSTAPHA SX: M DEG OBJ: BACHELOR ONBOARD: 09/10/82 TERM. DATE: 01/20/88
GENERAL AREA OF STUDY: AGRICULTURAL ECON, FARM ORGAN. & AGRIC. CREDIT
MAJOR FIELD OF STUDY: ECONOMICS, AGRICULTURAL ECONOMICS
FACILITIES: 1. UNIV OF ARIZ TUCSON ARIZ TRG DATES: 09/10/82 TO 12/31/87
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MENDES PAULO JOSE SX: M DEG OBJ: TECHNICAL ONBOARD: 03/20/82 TERM. DATE: 04/10/82
GENERAL AREA OF STUDY: ALL OTHER HEALTH AND SANITATION
MAJOR FIELD OF STUDY: MEDICINE, MISC.
FACILITIES: 1. JOHNS HOPKINS UNIV BALTIMORE MD TRG DATES: 03/22/82 TO 04/10/82
CONTRACTOR: JOHNS HOPKINS UNIV PIO/P #: PROJECT #:

> PEREIRA JOAO MENDES SX: M DEG OBJ: BACHELOR ONBOARD: 09/10/82 TERM. DATE: 04/08/85
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 09/10/82 TO 04/08/85
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> PEREIRA BARRETO DIONISIO SX: M DEG OBJ: BACHELOR ONBOARD: 09/10/82 TERM. DATE: 06/25/87
GENERAL AREA OF STUDY: FORESTRY
MAJOR FIELD OF STUDY: AGRIC OTHER, FORESTRY - GENERAL
FACILITIES: 1. UNIV OF ARIZ TUCSON ARIZ TRG DATES: 09/10/82 TO 06/25/87
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

2

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 23
11/20/89

BEGAN TRAINING IN 1982 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> PONTES FERNANDO LEDO SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/10/82 TERM. DATE: 06/30/85
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: GEOGRAPHY, GENERAL
FACILITIES: 1. BRISTOL COMM COLL FALL RIVER MASS TRG DATES: 09/10/82 TO 06/30/85
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> RODRIGUEZ DANIEL LOPES SX: M DEG OBJ: BACHELOR ONBOARD: 03/15/82 TERM. DATE: 04/25/88
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 03/15/82 TO 12/31/82
2. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 01/07/83 04/25/88
CONTRACTOR: DEPT OF AGRI PIO/P #: 65710003 PROJECT #: 6570009

> SANTOS FRANCISCO LUCIO SX: M DEG OBJ: MASTER ONBOARD: 10/04/82 TERM. DATE: 08/31/85
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. UNIV OF ARIZ TUCSON ARIZ TRG DATES: 10/04/82 TO 08/31/85
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> TCHENTCHELAN DOMINGOS SX: M DEG OBJ: BACHELOR ONBOARD: 09/01/82 TERM. DATE: 10/29/87
GENERAL AREA OF STUDY: PESTICIDES AND OTHER PLANT CHEMICALS
MAJOR FIELD OF STUDY: AGRONOMY, PEST CONTROL, INSECTS, PARASIT
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 09/10/82 TO 05/31/87
2. UNIVERSITY OF FLORIDA, GAINESVILLE FLA 06/01/87 10/29/87
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 24
11/20/89

BEGAN TRAINING IN 1981 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> BARBOSA ARMINDO J G SX: M DEG OBJ: TECHNICAL ONBOARD: 09/11/81 TERM. DATE: 09/15/82
GENERAL AREA OF STUDY: LAND RESETTLEMENT
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. UNIVERSITY OF CALIFORNIA, DAVIS CAL TRG DATES: 09/11/81 TO 09/15/82
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> CASSAMA MUSTAFA S SX: M DEG OBJ: TECHNICAL ONBOARD: 09/08/81 TERM. DATE: 10/10/81
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 09/08/81 TO 10/10/81
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> IALA AGOSTINHO ANTONIO SX: M DEG OBJ: ASSOCIATE ONBOARD: 01/06/81 TERM. DATE: 03/22/83
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. MICHIGAN STATE UNIV EAST LANSING MICH TRG DATES: 01/06/81 TO 03/22/83
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> RIBEIRO LUIS CANDIDO SX: M DEG OBJ: TECHNICAL ONBOARD: 09/08/81 TERM. DATE: 10/10/81
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 09/08/81 TO 10/10/81
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> SA DUARTE LUIS SX: M DEG OBJ: BACHELOR ONBOARD: 12/28/81 TERM. DATE: 12/31/86
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. TEXAS A AND M UNIVERSITY COLLEGE STAT TEX TRG DATES: 01/02/82 TO 09/27/86
CONTRACTOR: DEPT OF AGRI PIO/P #: 65710004 PROJECT #: 6570009

> SIMOES ELSA SX: F DEG OBJ: BACHELOR ONBOARD: 01/06/81 TERM. DATE: 05/26/85
GENERAL AREA OF STUDY: LAND AND WATER RESOURCES
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 01/07/81 TO 05/26/85
CONTRACTOR: DEPT OF AGRI PIO/P #: 65790007 PROJECT #: 6570002

> VALDEZ ANTONIO SULEIMANE SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/81 TERM. DATE: 05/31/83
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA TRG DATES: 01/08/81 TO 05/31/83
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 25
11/20/89

BEGAN TRAINING IN 1980 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> CASSAMA MUSTAPHA SOARES SX: M DEG OBJ: TECHNICAL ONBOARD: 01/30/80 TERM. DATE: 06/30/80
GENERAL AREA OF STUDY: CROP AND LIVESTOCK DEVELOPMENT
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. TRAINING FACILITY PENDING TRG DATES: 01/30/80 TO 06/30/80
CONTRACTOR: CONTPGNM O***** PIO/P #: PROJECT #:

> DA SILVA CLOTILDE SX: F DEG OBJ: TECHNICAL ONBOARD: 07/06/80 TERM. DATE: 07/26/80
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: HOME ECONOMICS, FAMILY PLANNING
FACILITIES: 1. JOHNS HOPKINS UNIV BALTIMORE MD TRG DATES: 07/06/80 TO 07/26/80
CONTRACTOR: JOHNS HOPKINS UNIV PIO/P #: PROJECT #:

> DIAS NELSON GOMES SX: M DEG OBJ: ASSOCIATE ONBOARD: 01/08/80 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: AGRICULTURE AND NATURAL RESOURCES
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/08/80 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> DJO JOSE SX: M DEG OBJ: ASSOCIATE ONBOARD: 01/08/80 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: TECH. SUPPORT, PUB. SAFETY, AND PUB. ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/08/80 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GOMES PEDRO SX: M DEG OBJ: ASSOCIATE ONBOARD: 05/03/80 TERM. DATE: 08/30/83
GENERAL AREA OF STUDY: TECH SUPPORT, AGRIC. AND NAT. RESOURCES
MAJOR FIELD OF STUDY: ENGINEERING, AGRICULTURAL MECHANICS
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 05/03/80 TO 05/05/80
2. GEORGETOWN UNIV ALIGU WASHINGTON DC 05/06/80 03/21/81
3. ABRAHAM BALDWIN COLL TIFTON GA 03/22/81 08/30/83
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> GOMIS RAUL SX: M DEG OBJ: TECHNICAL ONBOARD: 11/16/80 TERM. DATE: 12/06/80
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: HOME ECONOMICS, FAMILY PLANNING
FACILITIES: 1. JOHNS HOPKINS UNIV BALTIMORE MD TRG DATES: 11/17/80 TO 12/06/80
CONTRACTOR: JOHNS HOPKINS UNIV PIO/P #: PROJECT #:

> LEITE MARIA SX: F DEG OBJ: TECHNICAL ONBOARD: 07/06/80 TERM. DATE: 07/26/80
GENERAL AREA OF STUDY: FAMILY PLANNING PROGRAMS
MAJOR FIELD OF STUDY: HOME ECONOMICS, FAMILY PLANNING
FACILITIES: 1. JOHNS HOPKINS UNIV BALTIMORE MD TRG DATES: 07/06/80 TO 07/26/80
CONTRACTOR: JOHNS HOPKINS UNIV PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 26
11/20/89

BEGAN TRAINING IN 1980 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> MANE GUILHERME JR SX: M DEG OBJ: ASSOCIATE ONBOARD: 01/08/80 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS/IND., COMMERCE
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/08/80 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> PINTO CARLOS LUIS SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/80 TERM. DATE: 01/30/85
GENERAL AREA OF STUDY: TECH. SUPPORT, PUB. SAFETY, AND PUB. ADMIN.
MAJOR FIELD OF STUDY: ECONOMICS, GENERAL
FACILITIES: 1. UNIV OF ARIZ (ENGL) TUCSON ARIZ TRG DATES: 01/08/80 TO 12/31/84
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> SANTOS ARMANDO SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/80 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: TECHNICAL SUPPORT, LABOR-MANPOWER
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/08/80 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> SANTOS FRANCISCO BRITO DO SX: M DEG OBJ: TECHNICAL ONBOARD: 09/01/80 TERM. DATE: 09/25/80
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. AGRI DEPT OF FIELD OFFICE MD TRG DATES: 09/04/80 TO 09/05/80
2. UNIVERSITY OF GEORGIA TIFTON GA 09/08/80 09/09/80
3. MISSISSIPPI STATE UNIV MISS STATE MISS 09/11/80 09/12/80
4. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 09/15/80 09/16/80
5. TEXAS TECHNOLOGICAL UNIVERSITY, LUBBOCK TEX 09/18/80 09/19/80
6. SALT RIVER VALLEY WATER USERS ASSOC. PHOENIX ARIZ 09/22/80 09/23/80
7. UNIV OF ARIZ TUCSON ARIZ 09/24/80 09/25/80
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> SEMEDO JORGE SX: M DEG OBJ: ASSOCIATE ONBOARD: 01/08/80 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: ORGANIZ. & ADMIN. INSTITUTES, SCHS., PUB OR BUS ADMIN
MAJOR FIELD OF STUDY: BUSINESS/IND., COMMERCE
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/08/80 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> SILVA ALFREDO R DA SX: M DEG OBJ: BACHELOR ONBOARD: 01/08/80 TERM. DATE: 12/30/83
GENERAL AREA OF STUDY: TECHNICAL SUPPORT, LABOR-MANPOWER
MAJOR FIELD OF STUDY: ECONOMICS, GENERAL
FACILITIES: 1. UNIV OF ARIZ (ENGL) TUCSON ARIZ TRG DATES: 01/08/80 TO 05/01/80
2. UNIV OF ARIZ TUCSON ARIZ 05/01/80 12/30/83
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 27
11/20/89

BEGAN TRAINING IN 1980 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> SILVA ANTONIO P
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, GENERAL
FACILITIES: 1. SUNY.BUFFALO
CONTRACTOR: AFR AMER INST

SX: M DEG OBJ: BACHELOR ONBOARD: 01/11/80 TERM. DATE: 08/30/83

NY TRG DATES: 01/11/80 TO 08/30/83
PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 28
11/20/89

BEGAN TRAINING IN 1979 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> ABELHA ARMANDO ROCHA SX: M DEG OBJ: BACHELOR ONBOARD: 11/20/79 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: TECH. SUPPORT, PUB. SAFETY, AND PUB. ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. ROCKLAND COMMUNITY COLLEGE, SUFFERN NY TRG DATES: 11/20/79 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> ABREU LOURENCO MONTEIRO SX: M DEG OBJ: BACHELOR ONBOARD: 09/14/79 TERM. DATE: 12/31/83
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRONOMY, SOIL SCIENCE
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 09/14/79 TO 09/17/79
2. OKLAHOMA STATE UNIVERSITY, STILLWATER OKLA 09/20/79 12/31/83
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780003 PROJECT #: 6570007

> ALMADA DANIEL C SX: M DEG OBJ: BACHELOR ONBOARD: 11/20/79 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: ALL OTHER EDUCATION
MAJOR FIELD OF STUDY: LANGUAGES, LANGUAGES, GENERAL
FACILITIES: 1. ROCKLAND COMMUNITY COLLEGE, SUFFERN NY TRG DATES: 11/20/79 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> BARBOSA LUIS MANUEL SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 12/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/81 12/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> BARBOSA AKALA ZAMORA SX: M DEG OBJ: TECHNICAL ONBOARD: 08/04/79 TERM. DATE: 09/06/79
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 08/04/79 TO 08/11/79
2. UNIVERSITY OF GEORGIA TIFTON GA 08/13/79 08/17/79
3. MISSISSIPPI STATE UNIV MISS STATE MISS 08/20/79 08/24/79
4. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 08/27/79 08/28/79
5. TEXAS TECHNOLOGICAL UNIVERSITY, LUBBOCK TEX 08/29/79 08/31/79
6. AGRI DEPT OF WASHINGTON DC 09/04/79 09/06/79
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

> BATISTA JERONIMO A SX: M DEG OBJ: BACHELOR ONBOARD: 12/18/79 TERM. DATE: 11/03/84
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, CIVIL ENGINEERING
FACILITIES: 1. FLORIDA INST OF TECH MELBOURNE FLA TRG DATES: 12/18/79 TO 11/03/84
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 29
11/20/89

BEGAN TRAINING IN 1979 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> CAMARA ALMANE SENE SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 12/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/80 12/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> CAMARA BRAIMA SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 01/30/82
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/80 12/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> COSTA EUGENIO GOMES DA SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 12/30/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/80 12/30/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> CUBOS JUSTINO SX: M DEG OBJ: BACHELOR ONBOARD: 01/09/79 TERM. DATE: 12/30/84
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, AERONAUTICAL ENGINEERING
FACILITIES: 1. UNIV OF ARIZ (ENGL) TUCSON ARIZ TRG DATES: 01/09/79 TO 05/22/80
2. UNIV OF ARIZ TUCSON ARIZ 05/22/80 12/31/84
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> CUINO GUILHERME GOMES SX: M DEG OBJ: ASSOCIATE ONBOARD: 11/20/79 TERM. DATE: 12/30/82
GENERAL AREA OF STUDY: ALL OTHER PUBLIC ADMINISTRATION
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. MERCER CNTY COMMUN COLL TRENTON NJ TRG DATES: 11/20/79 TO 12/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> DASILVA CARLOS S. SX: M DEG OBJ: TECHNICAL ONBOARD: 08/07/79 TERM. DATE: 09/30/80
GENERAL AREA OF STUDY: AGRIC. EDUC. EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRICULTURE, GENERAL
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 08/07/79 TO 08/11/79
2. UNIVERSITY OF GEORGIA TIFTON GA 08/13/79 08/17/79
3. MISSISSIPPI STATE UNIV MISS STATE MISS 08/20/79 08/24/79
4. LOUISIANA STATE UNIV A AND M C BATON ROUGE LA 08/27/79 08/28/79
5. TEXAS TECHNOLOGICAL UNIVERSITY, LUBBOCK TEX 08/29/79 08/31/79
6. AGRI DEPT OF WASHINGTON DC 09/04/79 09/87/80
CONTRACTOR: DEPT OF AGRI PIO/P #: PROJECT #:

106

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 30
11/20/89

BEGAN TRAINING IN 1979 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> FERNANDES FLORENTINO JOSE SX: M DEG OBJ: BACHELOR ONBOARD: 08/31/79 TERM. DATE: 12/24/83
GENERAL AREA OF STUDY: AGRIC. EDUC, EXTENSION AND RESEARCH
MAJOR FIELD OF STUDY: AGRONOMY, CROP SCIENCE
FACILITIES: 1. AGRI DEPT OF WASHINGTON DC TRG DATES: 08/31/79 TO 09/05/79
2. OKLAHOMA STATE UNIVERSITY, STILLWATER OKLA 09/06/79 12/24/83
CONTRACTOR: DEPT OF AGRI PIO/P #: 65780002 PROJECT #: 6570007

> FERREIRA MARIA ODETE SX: F DEG OBJ: ASSOCIATE ONBOARD: 11/20/79 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: ALL OTHER EDUCATION
MAJOR FIELD OF STUDY: BUSINESS, SECRETARIAL
FACILITIES: 1. FISHER JR COLL BOSTON MASS TRG DATES: 11/20/79 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GARCIA CARLOS ALBERTO SX: M DEG OBJ: TECHNICAL ONBOARD: 01/23/79 TERM. DATE: 03/31/80
GENERAL AREA OF STUDY: PROFESSIONAL AND HIGHER EDUCATION
MAJOR FIELD OF STUDY: EDUCATION, GENERAL
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 01/23/79 TO 03/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GOMES JORGE S MENDES SX: M DEG OBJ: TECHNICAL ONBOARD: 01/23/79 TERM. DATE: 01/30/82
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 01/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GOMES CLARICE SX: F DEG OBJ: ASSOCIATE ONBOARD: 11/20/79 TERM. DATE: 12/30/82
GENERAL AREA OF STUDY: ALL OTHER EDUCATION
MAJOR FIELD OF STUDY: BUSINESS, SECRETARIAL
FACILITIES: 1. MONTGOMERY JR COLL TAKOMA PARK MD TRG DATES: 11/20/79 TO 12/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MOUZINHO JORGE CANDIDO SX: M DEG OBJ: TECHNICAL ONBOARD: 01/23/79 TERM. DATE: 10/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 10/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> PAQUETE CARLOS GODHINO SX: M DEG OBJ: TECHNICAL ONBOARD: 11/20/79 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: ALL OTHER EDUCATION
MAJOR FIELD OF STUDY: LANGUAGES, LANGUAGES, GENERAL
FACILITIES: 1. ROCKLAND COMMUNITY COLLEGE, SUFFERN NY TRG DATES: 11/20/79 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 31
11/20/89

BEGAN TRAINING IN 1979 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> PIRES MARIA DO CEU F SX: F DEG OBJ: ASSOCIATE ONBOARD: 11/20/79 TERM. DATE: 09/30/82
GENERAL AREA OF STUDY: TECH. SUPPORT, EDUCATION
MAJOR FIELD OF STUDY: LIBRARY SCIENCE, GENERAL
FACILITIES: 1. PACIFIC AMERICAN INSTITUTE REDLAND CAL TRG DATES: 11/20/79 TO 09/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> RIBEIRO HENRIQUE MONTEIRO SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 10/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/80 06/30/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> RODRIGUES JOSE VALDEMIRO SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 04/30/82
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. SUNY, BUFFALO NY TRG DATES: 01/23/79 TO 12/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 01/01/80 04/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> SEMEDO JOAO DASILVA SX: M DEG OBJ: BACHELOR ONBOARD: 01/23/79 TERM. DATE: 06/30/80
GENERAL AREA OF STUDY: INDUSTRIAL TRAINING
MAJOR FIELD OF STUDY: ENGINEERING, MARINE ENGINEERING
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 01/23/79 TO 06/30/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> TAVARES ROSARIO SOARES SX: M DEG OBJ: BACHELOR ONBOARD: 11/20/79 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. ROCKLAND COMMUNITY COLLEGE, SUFFERN NY TRG DATES: 11/20/79 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> VARELA CIRILO SEMEDO T SX: M DEG OBJ: BACHELOR ONBOARD: 12/18/79 TERM. DATE: 09/30/83
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, CIVIL ENGINEERING
FACILITIES: 1. FLORIDA INST OF TECH MELBOURNE FLA TRG DATES: 12/18/79 TO 09/30/83
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

PAGE 32
11/20/89

PARTICIPANT NAME - LAST, FIRST

> VERA CRUZ		DAVID FRANCISCO		SX: M		DEG OBJ: BACHELOR		ONBOARD: 10/02/79		TERM. DATE: 08/11/84	
GENERAL AREA OF STUDY:		AGRIC. EDUC., EXTENSION AND RESEARCH									
MAJOR FIELD OF STUDY:		AGRONOMY, SOIL SCIENCE									
FACILITIES:		1. AGRI DEPT OF		WASHINGTON		DC		TRG DATES: 10/02/79 TO 10/04/79			
		2. GEORGETOWN UNIV ALIGU		WASHINGTON		DC		10/04/79 03/07/80			
		3. COLORADO STATE UNIV		FT COLLINS		COLO		06/08/80 08/01/80			
		4. UNIV OF ARIZ		TUCSON		ARIZ		08/02/80 08/11/84			
CONTRACTOR:		DEPT OF AGRI		PIO/P #:		PROJECT #:					

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 33
11/20/89

BEGAN TRAINING IN 1978 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> BACAI ABILIO SX: M DEG OBJ: BACHELOR ONBOARD: 10/01/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 10/01/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> BALDE ALFESENE SX: M DEG OBJ: BACHELOR ONBOARD: 01/10/78 TERM. DATE: 02/18/88
GENERAL AREA OF STUDY: PROFESSIONAL AND HIGHER EDUCATION
MAJOR FIELD OF STUDY: FARMING, FARM MANAGEMENT
FACILITIES: 1. INDIANHEAD TECH INST RICE LAKE WISC TRG DATES: 01/10/78 TO 12/30/87
CONTRACTOR: AFR AMER INST PIO/P #: 65789999 PROJECT #:

> BALDE JOSE ALIU SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> CABRAL ANTONIO SX: M DEG OBJ: TECHNICAL ONBOARD: 10/01/78 TERM. DATE: 03/31/80
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: EDUCATION, GENERAL
FACILITIES: 1. BOSTON UNIV ENG LANG BOSTON MASS TRG DATES: 10/01/78 TO 03/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> CONTE ABUBACAR SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> DE PINA PAUL LOBO SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> GOMES LAURENTINO P SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 03/31/80
GENERAL AREA OF STUDY: PROFESSIONAL AND HIGHER EDUCATION
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 03/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

28

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 34
11/20/89

BEGAN TRAINING IN 1978 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> MARTINS RUAL JORGE SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 10/31/80
GENERAL AREA OF STUDY: AIR TRANSPORT
MAJOR FIELD OF STUDY: ENGINEERING, AERONAUTICAL TECHNOLOGY
FACILITIES: 1. BOSTON UNIV BOSTON MASS TRG DATES: 09/05/78 TO 10/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MENDES JULIETA SX: F DEG OBJ: BACHELOR ONBOARD: 01/10/78 TERM. DATE: 01/31/82
GENERAL AREA OF STUDY: COMMUNITY DEVELOPMENT
MAJOR FIELD OF STUDY: SOCIOLOGY, GENERAL
FACILITIES: 1. UNIVERSITY OF MASSACHUSETTS, AMHERST MASS TRG DATES: 01/10/78 TO 01/31/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> MENDES AGOSTINNO SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: ALL OTHER AGRICULTURAL & NATURAL RESOURCES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> NOSOLINI CESAR HELD SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> RODRIGUES JOSE MARIA SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 06/30/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. UNIVERSITY OF RHODE ISLAND, KINGSTON RI TRG DATES: 09/05/78 TO 06/30/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> TAVARES BARTOLOMEU D SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 10/31/80
GENERAL AREA OF STUDY: AIR TRANSPORT
MAJOR FIELD OF STUDY: ENGINEERING, AERONAUTICAL TECHNOLOGY
FACILITIES: 1. BOSTON UNIV BOSTON MASS TRG DATES: 09/05/78 TO 10/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> VIEIRA LUIS ALBERTO SX: M DEG OBJ: ASSOCIATE ONBOARD: 09/05/78 TERM. DATE: 07/31/81
GENERAL AREA OF STUDY: FISHERIES
MAJOR FIELD OF STUDY: AGRIC. OTHER, FISHERIES, FRESH WATER
FACILITIES: 1. BOSTON UNIV BOSTON MASS TRG DATES: 09/05/78 TO 08/31/79
2. UNIVERSITY OF RHODE ISLAND, KINGSTON RI 09/01/79 07/31/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

109

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 35
11/20/89

BEGAN TRAINING IN 1977 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> CABRAL PATRICK SX: M DEG OBJ: BACHELOR ONBOARD: 10/11/77 TERM. DATE: 08/30/82
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, AERONAUTICAL ENGINEERING
FACILITIES: 1. EMBRY RIDDLE AERONAUTICAL UNIV MIAMI FLA TRG DATES: 10/11/77 TO 08/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> COSTA ADERITO SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 01/31/80
GENERAL AREA OF STUDY: PUBLIC BUDGETING AND FINANCE ADMIN.
MAJOR FIELD OF STUDY: BUSINESS, ACCOUNTING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 08/31/77
2. NEW YORK UNIV NEW YORK NY 09/01/77 01/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> COSTA HONORATO DA SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 03/31/80
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, MECHANICAL ENGINEERING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 07/30/77
2. WENTWORTH INSTITUTE, BOSTON MASS 08/01/77 03/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> DA SILVA RAPHAEL SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 06/30/82
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, CIVIL ENGINEERING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 08/31/77
2. UNIVERSITY OF MARYLAND, COLLEGE PARK MD 09/01/77 06/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> DA SILVA ROSALINO SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 07/31/78
GENERAL AREA OF STUDY: COMMUNICATIONS
MAJOR FIELD OF STUDY: COMMUNICATIONS, MASS COMMUNICATIONS
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 06/30/77
2. UNIVERSITY OF MARYLAND, COLLEGE PARK MD 07/01/77 07/31/78
CONTRACTOR: CONTPGNM O***** PIO/P #: PROJECT #:

> LOPES LUIS SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 01/31/80
GENERAL AREA OF STUDY: HEALTH TRAINING AND EDUCATION
MAJOR FIELD OF STUDY: PUBLIC HEALTH, GENERAL
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 06/30/79
2. NEW YORK UNIV NEW YORK NY 09/01/77 01/31/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ALL RECORDS IN PTIS OF PARTICIPANTS FROM GUINEA-BISSAU
LISTED BY YEAR IN WHICH TRAINING BEGAN
INCLUDES RECORDS OF BOTH US AND TCT

PAGE 36
11/20/89

BEGAN TRAINING IN 1977 - US TRAINING

PARTICIPANT NAME - LAST, FIRST

> MENDONCA FRANCISCO SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 06/30/80
GENERAL AREA OF STUDY: PROFESSIONAL AND HIGHER EDUCATION
MAJOR FIELD OF STUDY: ENGINEERING, MECHANICAL ENGINEERING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 08/31/77
2. BRISTOL COMM COLL FALL RIVER MASS 09/01/77 06/30/80
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> NEVES FERNANDO SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 06/30/82
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, CIVIL ENGINEERING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 06/30/82
2. UNIVERSITY OF MARYLAND, COLLEGE PARK MD 07/01/77 06/30/82
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

> TONHA ANTONIO SX: M DEG OBJ: BACHELOR ONBOARD: 04/21/77 TERM. DATE: 07/30/81
GENERAL AREA OF STUDY: ENGINEERING AND CONSTRUCTION
MAJOR FIELD OF STUDY: ENGINEERING, ELECTRICAL ENGINEERING
FACILITIES: 1. GEORGETOWN UNIV ALIGU WASHINGTON DC TRG DATES: 04/21/77 TO 06/30/77
2. UNIVERSITY OF MARYLAND, COLLEGE PARK MD 07/01/77 07/30/81
CONTRACTOR: AFR AMER INST PIO/P #: PROJECT #:

ITEMS RETRIEVED 179

Annex 3
Sample Questionnaires
for Participants and Supervisors

USAID/Guinea-Bissau Participant Training Program

Evaluation Questionnaire

for

Participants

Name: _____

Date: _____

Sex: _____ Age: _____

Title of A.I.D. project: _____

Type of Training:

Long-term _____ (years) From _____ To _____

Short-term _____ (months) From _____ To _____

Observation tours _____ (weeks) From _____ To _____

Workshop/Seminars _____ (weeks) From _____ To _____

Purpose of training: _____

Location: _____

Training Institution: _____

Field of training: _____

Degree obtained: Bachelors _____ Masters _____ Ph.D. _____

Associate _____ other _____

What was the level of your education before your A.I.D.-financed training?

BAC _____ LICENSE _____ MAITRISE _____

SELECTION:

1. How did you hear about the A.I.D. training program?

Through friends_____ From an A.I.D. official_____

In the newspaper_____ Returned Participant_____

Working on an A.I.D. project_____

2. How were you selected? Interview_____ Test_____

Recommended by someone_____

3. Who gave the test or interview? AID_____ GOG_____

4. Was there anything about the selection process which created problems for

you? Yes_____ No_____

If yes, please explain:_____

PROFESSIONAL EXPERIENCE:

5. What is your present position (job title)_____

Employer_____

Office_____

Location_____ Tel. No._____

What is your grade in the Fonction Publique_____

What was your position before training_____

Employer_____

For fonctionnaires:

6. Is your present grade in the Fonction Publique the same as before your training? Yes _____ No _____
7. If No, what was your grade before? _____
8. Were you promoted after your training? Yes _____ No _____
9. If Yes, do you think the A.I.D.-financed training contributed to your promotion? _____

10. If No, what do you think are the reasons? _____

11. Please mention all the jobs you held for at least one year after training:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
12. How much do you think that your training affected your placement in these jobs? very much _____ moderately _____ little _____
13. Have your duties changed after your training? Do you now have more responsibility _____ less responsibility _____ same _____
Please explain _____

14. To what extent are you using your training in your present job?

To a large extent _____ Minimum extent _____ None at all _____

Please explain: _____

15. Did the training meet your expectations? Yes _____ No _____

16. Did you encounter problems/obstacles that prevented you from using the

knowledge and skills acquired during your training? Yes _____ No _____

Please explain: _____

17. Did you have any problems getting a job after your training?

Yes _____ No _____

18. If yes, how long did you have to wait to get a job? _____

19. Was your American degree recognized by the authorities?

Yes _____ No _____

20. How, in your opinion, has your training contributed to your personal and professional development?

Personal _____

Professional _____

21. Did you write a thesis during your training? Yes _____ No _____

22. If yes, was the subject relevant to Guinea? Yes _____ No _____

23. If yes, what was the subject? _____

24. Could you give examples of any changes you were able to introduce in your work that can be attributed to your training?

Changes in policy _____

Procedures _____

Work habits _____

Work atmosphere _____

Self-confidence _____

25. How interested were your supervisors in utilizing your skills and knowledge upon your return from training?

Highly interested _____ Moderately interested _____

Not interested at all _____

26. Indicate whether other people benefited from your training through:

Discussions _____

Conferences/seminars _____

Reports _____

On-the-job training _____

Training materials you acquired during _____

27. How in your opinion has your training contributed to the development of Guinea? _____

ENGLISH LANGUAGE TRAINING:

28. Where did you take English Language Training? _____

29. For how long? _____

30. What were the major problems you had learning English? _____

USAID/Guinea/Bissau Participant Training Program

Evaluation Questionnaire

for

Supervisors/Colleagues

1. Name: _____
2. Title: _____
3. Organization: _____
4. Address: _____
5. Work relationship to participant: _____
6. Was the trainee working in the organization before the training began?
Yes _____ No _____
7. If yes, for how long? _____
8. If yes, how was the participant selected for training?
competitive examination _____ superior work
performance _____ connections _____ seniority _____
other _____
9. Was the selection process appropriate?
very much _____ somewhat _____ marginally _____ not at all _____
10. Has the training benefited the organization?
very much _____ some _____ a little _____ not at all _____
11. In what way has the organization benefited? Please be specific.
changes in policy _____
changes in priorities _____
training provided to others _____
dissemination of technical information _____
changes in operational procedures _____
new programs developed _____
other _____

Please explain:

12. If training has not benefited the organization, why not?

training not appropriate to needs or priorities of the
organization_____

training too advanced for Guinean needs_____

training too elementary_____

training of mediocre or poor quality_____

lack of support services_____

lack of trained staff_____

lack of equipment_____

resistance to ideas on part of supervisors or
co-workers_____

other_____

Please explain:

13. Has the participant personally and professionally benefited from the
training program?

very much_____ some_____ a little_____ not at all_____

14. If yes, how?

Personally:

job promotion_____ job change_____ better

communication skills_____

greater maturity_____ other_____

Professionally:

improved work performance_____ higher quantity of
production_____ higher quality of production_____
new initiatives taken_____ improved relations with
fellow workers_____ other_____

Please explain:

15. If little or no, why?

lack of recognition of degree obtained_____
political problems_____
other_____

16. Has the participant trained others in the organization?

very many_____ some_____ a few_____ no one_____

17. If yes, how?

formal lectures_____ informal meetings_____
training courses_____ training materials_____
professional journals_____
on-the-job training_____
other_____

18. If no, why?

19. Has the training specifically contributed to the development goals and
objectives of Guinea?

a great deal_____ some_____ a little_____ not at all_____

Please explain:

20. How could USAID-sponsored training be improved in the future?

21. What kind of training is needed by your organization?

Fields of training_____

Academic?_____ level?_____

Short-term_____

On-the-job_____

Observation visits_____

22. Where should the training take place?

U.S. _____

Third country _____

In-country _____

Please explain:

23. How could USAID help returned trainees better utilize the skills and knowledge they acquired in training?

Name of interviewer(s) _____

Date _____

Interview of USAID/Bissau Training Staff

Questions

1. What are your duties and responsibilities in the training program?
2. How long have you been employed at USAID?
3. Have you had any training experience in the past? If so, describe. Have you attended any training workshops, courses, or seminars?
4. Explain the extent of your involvement with government officials. With candidates for training and their supervisors.
5. Explain the selection process.
6. What type of orientation is provided before departure?
7. How effective is the Interministerial Selection Committee?
8. What is your involvement with project-related training?
9. What constraints do you face in carrying out your responsibilities?
10. In your view, is the training program effective? How can the training program be improved?
11. Is there any follow-up for returned participants? If not, do you think it would be useful or feasible to have some type of follow-up? Do you have the returned participant debriefing form?
12. How many participants do you process in a year?
13. Is there a Mission participant directory?
14. What is the quality of the services provided by the Contractors, i.e., AAI, Partners, USDA, etc.?
15. What is the quality of the services provided by REDSO/WCA, OIT?
16. How can the management of the training program be improved?
17. How is training advertised?
18. Where are older training files?

Annex 4

Raw Findings From Questionnaires

Long-term U.S. Training

Total number interviewed: 8 (one participant received B.S. and M.S.); 6 B.S.; 1 M.S.; 2 Assoc. degrees

Average Age - 34 years

Fields of study: Civil Engineering, Business Econ, 2 Agronomy, Ag Eco, Ag Technology, Rural Sociology

Level of training before training: 1 completed training in Bissau and had agricultural training in Portugal; 5 had some high school training and completed professional training in Soviet Union, and Portugal (2); 1 did not complete.

Selection: 3 were working on an A.I.D. project so were nominated by project officers; 5 were nominated by GOGB; 2 were interviewed by USA.I.D. and 1 by GOGB. None of the participants were tested either by A.I.D. or GOGB. All 8 participants satisfied with selection process; one pointed out that even though he was not tested or interviewed because of his political connections, he feels that testing/interviewing is an appropriate selection process.

Position after training: 5 (62 percent) changed positions after training, 2 (34 percent) returned to same positions, 1 (17 percent) was not working prior to training. Six were promoted to higher grades after training. All six felt that their training contributed to their promotion. Even the one who was not working prior to his training felt that he was placed in his job because of his training.

Level of responsibility before and after training: 5 (62 percent) claim they were given more responsibility after their training, and 2 (25 percent) had the same level of responsibility before and after training.

Utilization of training: 6 (75 percent) using training to a large extent; 2 (25 percent) only moderately (one applying it gradually, the other found that some of the things he learned were not applicable in GB).

Did training meet expectations: All (100 percent) responded yes, though one expected more research skills.

Problems encountered which prevented utilization of acquired skills: 4 (50 percent) out of 8 had the following problems: Lack of resources and equipment and materials to work with GB; had to improvise all the time; one had language problems when he returned to Bissau because he spoke very little Portuguese. He attended a high school in the Soviet Union and was nominated for the A.I.D. program after that. The stiff bureaucracy is also one of the problems cited by participants working in the Government.

Four (50 percent) did not have any problems applying the skills they learned. (2 project people, one agricultural economist, one Rural Sociologist, one Ag. Bus. Tech., and the other equipment and stores manager).

Problems getting a job upon return to GB: None of the 8 had problems (100 percent).

Was degree recognized: All 8 (100 percent) responded yes.

How did training contribute to personal development: Among examples cited are: ability to speak English now; improved social status; self-confidence; more competent now; just the opportunity to study in the U.S. meant a lot to participants; influence of other cultures and values, personal satisfaction and sense of achievement, etc.

Professional development: Increased responsibility brings with it constant self-improvement--as responsibilities increase, learning more and more all the time; placed in the right job and applying knowledge acquired.

Thesis/research paper: No thesis at the undergraduate level. Two did write reports but subject not related specifically to GB.

Examples of changes introduced: Participants generally stated that though they are providing more valuable input it was very difficult to introduce changes, especially when one is not the director or the minister. However, 6 out of 8 (75 percent) claim they have introduced or are introducing gradually new methods of work, trying to change work habits, introduced better record keeping and policy/planning methods.

Supervisors interest in p's training: 6 out of 8 (75 percent) said Supervisor interested, showed great interest in participants work; 1 (13 percent) claimed supervisor not interested because he sees participant as a threat; 1 (13 percent) said his previous supervisor was highly interested but his current supervisor is not interested.

Did other people benefit from training: 2 responded not yet but have plans to do so. Other 6 have shared their experience through discussions, on-the-job training, meetings, etc., in the work place (one has actually gone beyond the working place and taught English part time at the high school and also given classes in economics for the department of civil aviation).

How has training contributed to the development of country: Among responses received--trained a lot of farmers upon return to country thereby encouraging production; contributing to the agriculture sector of the country.

English language training: 2 had training at ALIGU for periods ranging from 9 to 11 months. Had no problems with training at ALIGU. 6 had ELT at the training institution for periods ranging from 3 to 8 months intensive training followed by special courses taken during the first year of course work.

Problems encountered learning English: 3 had none; 1 found the period of training too short; at the beginning not used to objective testing, too many questions and not enough time.

Other comments: (1) 3 of the 6 returned participants have benefited from other donor funding to participate in short courses such as water management in Lisbon, and FAO seminar in the Philippines. (2) It was hard for supervisors interviewed to judge the performance of A.I.D.-funded trainees and participants trained in other countries. (3) All eight participants would recommend their training for others.

Participants suggestions:

- Allow participants to attend seminars related to their field of training during vacations.
- Allow participants to return home for research.
- AAI representatives should try and develop better relations with the participants they handle.

- USAID should follow up on returned participants and supply materials and equipment needed by participants to enable them to apply the skills and techniques learned during their training.
- Send participants out for short practical training.
- Create ALUMNI association.
- Create ELT center in-country for learning and retaining English.
- Send more participants to the United States first of all because of the opportunity to learn English and also because it is the most developed country. (One participant who had been trained in the U.S.S.R. would not recommend training there because the language is not international and the system is very conservative.

Long-term Third Country

Number of Participants = 3 all nondegree

Average age: 35

Training Institute: IATA Portugal 2 (Finance management;
organization/business management)
IATA Ibadan 1 (Telecommunications)

Level of education before training: One completed high school training in Bissau; 1 had some high school training and professional training in Germany; 1 did not complete.

Selection: One was nominated by a project; 2 nominated by GOGB. Only 1 interviewed by A.I.D.; other 2 did not go through a selection process.

Problems with selection: None.

Changed position after training: Two changed--one was a technician before training and is now a technical engineer; the other was an accountant and is now head of the accounting division in his Ministry.

Promoted after training: Two promoted; the third person said he had to do practical training in-country for a period of 2 years before being considered for promotion.

Level of responsibility after training: All three claim they now have more responsibility: One was classifying documents before but is now head of a department and supervises others, and prepared project documents; the other was a mere technician but now in charge of specific projects; even the P who is in practical training said he had been assigned responsibility for many more countries than before.

Did training meet expectations: All three said yes but indicated training should have included computer training; did not have time to do practical training as he was needed by his Ministry; training should have been spread over a longer period.

Problems encountered that prevented use of skills: None. One would like, however, to get out of the office more often to see projects.

Was degree recognized: One feels his Portuguese certificate not recognized because even though he has been given more responsibility, he has not been promoted.

How has training contributed to personal development: Same as for LT U.S. participants--change in social status, acquired a few personal things during training.

Professional: Acquired more knowledge, able now to analyze projects, more competent now, etc.

Changes introduced upon return: Introduced new accounting methods; there was no formal system of inventory or stocktaking, has now introduced a system; has obtained permission from supervisor to organize training session for storekeepers.

Supervisors interest: Two claim their supervisors were highly interested; one said previous supervisor was but current supervisor is not as interested.

How has training contributed to development of GB: Participants feel strongly that they have and are contributing something but was hard to say how.

Language training: One participant was originally nominated for language training in the U.S. but was not able to make it through language so was transferred to Portugal. This participant was at ALIGU for 8 months and found the course too advanced. One participant learned English at the Ghana Institute of Languages for 1 year and found course very good. He had some problems with technical English when he started his course work in Nigeria.

Participants' suggestions:

- USAID should build English language training center in-country
- Follow-up on returned participants
- Fund short courses for returned participants where they can observe techniques used in countries with similar systems as Bissau.

Short-term Training U.S. and TCT

Number of Participants = 7 interviewed

Average Age: 37

Selection: Five nominated by GOGB; one by WHO and one by A.I.D. Two interviewed by A.I.D., others did not go through a selection process.

Problems with selection: None. All participants found selection acceptable.

Changed position after training: Two (one was a student teacher before training and became a full-time teacher after training; the other was a family planning instructor and became director of a center following training.)

Changed grade after training: 1; 6 did not.

Promoted after training: 3

Did A.I.D.-financed training contribute to promotion: responded yes.

Level of responsibility: Four had more responsibility; two had same level of responsibility.

Utilization of training: Four using training to a large extent; three using only a part of it because of lack of materials to work with.

Did training meet expectations: All seven responded yes.

Problems encountered that prevented use of skills acquired: Lack of equipped labs to work with; unable to apply certain management techniques due to very low salaries in GB; language problems--all training materials acquired were in English; very difficult to share with others; lack of family planning supplies (condoms, IUDs, etc.). One (the teacher) had no problems. British Council supplies all materials needed.

Problems getting a job after training: No. Returned to their Ministries or projects.

Certificates recognized by GOGB? Yes.

How has training contributed to personal and professional development:
Responses same as those given by US and TC long-term participants.

Examples of Changes introduced: Created a committee to identify AIDS cases at each ward; advised fellow doctors to help report AIDS cases; introduced practical methods of teaching English; proposed to GOGB that a Toxic Waste Center be established; extended family planning practices to the regions.

Supervisors' interest: 6 responded highly interested because supervisors now show great interest in what participants are doing. One said not at all because he has a personal problem with his supervisor.

Did other people benefit from training: Yes; through discussions, formal and informal sessions and reports. The doctor who attended the AIDS conference in Montreal said he distributed his report to all doctors in the Bissau region.

How has training contributed to the development of country: Hard to tell for most participants.

Language training: One had language training at the Ghana Institute of languages for almost 1 year and feels more time was needed; one had to have Portuguese training in Portugal because he only spoke Criolo. One had 3 months at ALIGU and felt he needed more time.

Comments/suggestions:

- Increase per diem rates or place participants in cheap hotels
- Follow up on returned participants by sending magazines
- Send participants to other African countries to upgrade language skills
- Create English language training center in-country
- Send returned participants to other countries to observe technologies available in other countries
- Fund more in-country training
- Supply training materials.

Annex 5

Terms of Reference for Interministerial Selection Committee



EMBASSY OF THE
UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
Bissau, Guinea-Bissau

H.E. Mr. Bernardino Cardoso
Minister of Plan
Ministry of Plan
Bissau

Ref: Your letter No.184/1.2//OC/MC/89

April 11, 1989

Dear Mr. Minister:

Subject: Analysis of the Proposal given by USAID (Creation of an
Interministerial Committee for the selection of USAID
candidates for scholarships)

Greetings and is pleased to acknowledge receipt of your above-
referenced letter dated March 31, 1989.

USAID is pleased to inform you that it agrees with the contents of said
letter and it assumes that the USAID's proposal in its entirety was
accepted by the Government of Guinea Bissau with the exception of the
changes in the composition of the interministerial Committee.

We shall be pleased to discuss this question further with you during
our next meeting scheduled for April 21, 1989.

Greetings.....

Sincerely

Anne M. Williams
A.I.D. Representative

TRANSLATION

REPUBLIC OF GUINEE-BISSAU
MINISTRY OF PLAN
Minister's Cabinet

To Mrs. Anne M. WILLIAMS
USAID Representative
BISSAU

Ref: 184/1.2/JC/mc/89

Bissau, March 31, 1989.

Subject: Analysis of the Proposal given by USAID
(Creation of an Interministerial Committee for the
selection of USAID candidates for scholarships)

Excellency:

The Ministry of Plan, as Coordinator of the above-mentioned Committee, presents its best compliments to the Agency of the United States of America for International Development (USAID), and hereby presents the Government's proposal for candidates' selection procedures for USAID scholarships, as well as the composition of the Interministerial Committee:

Julio CORREIA	Chief of Studies' Cabinet in Ministry of Plan
Mamadu MANE	Chief of the HRD Department in the Ministry of Plan
Aguinaldo A. DIAS	Director of the Secretariat of State for International Cooperation
Agostinho TE	Chief of the HRD Department in the Ministry of National Education
One representative from the private sector	
One representative from USAID.	

As attachment the proposal of the Government of Guinea-Bissau.

Greetings ...

Bernardino CARDOSO
Minister of Plan

132

SUBJECT: PROPOSAL OF THE GOVERNMENT OF GUINEA-BISSAU FOR THE
CREATION OF AN INTERMINISTERIAL COMMITTEE FOR THE
SELECTION OF CANDIDATES TO USAID SCHOLARSHIPS

Since the fighting period for National Liberty, our Party has always devoted great importance to the training politics of the national Cadres, which politics has been in effect until now.

As a result of such politics, and through a Governmental decree, a National Commission for Scholarships was created in 1978 with the objective of:

1. carrying our training of cadres in foreign countries;
2. as a fundamental action towards a harmonious socio-economic development, making sure that an adequate plan exists according to the real exigencies and necessities of our economy.

The Government, after analyzing thoroughly the USAID proposal, arrived at the following conclusions:

1. in general, the proposal is acceptable with minor changes on our part;
2. we would suggest to include SECI (Secretary of State for International Cooperation) as member of the Interministerial Committee.
3. for a better functioning of the Interministerial Committee it would be advantageous to make it more flexible and to simplify the administrative procedures and the communication between the Ministries and USAID. We would suggest, therefore, a reduction in the number of Ministries that form part of the Committee according to the USAID proposal.

Thus, the Committee should be composed of the following Ministries:

Ministry of Plan as Committee Coordinator
Ministry of National Education
Secretary of State for International Cooperation
One Representative from the private sector
One Representative from USAID - as observer.

4. As to point no. 2 of the Committee's functions in the USAID proposal, we believe that the candidates' names can be presented through the Ministries of Education, Plan and also USAID.



EMBASSY OF THE
UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
Bissau, Guinea-Bissau

The Minister of Plan
Bissau

February 27, 1989

Dear Sir,

Greetings....

The purpose of this letter is to follow up on our letter of January 13, 1989, and our meeting with Aguinaldo Agostinho Dias, Director of Int'l Coop., Mamadou Mane, HRD Officer at Int'l Coop and Agostinho Te, Min. of Education scholarships specialists on January 19, 1989, by proposing a set of procedures which, when jointly agreed upon, will be used to implement USAID's training program.

As you know, the success of any training activity depends upon the ability of the participant to benefit from it. Therefore it is very important to insure that participants are selected in an appropriate manner, in accordance with strict adherence to a well developed set of selection criteria.

In proposing such criteria, we note that during the next three to five years, USAID will have a limited amount of funds available for training. We wish to make the best use of these funds both for the benefit of the Government of Guinea Bissau and the people of Guinea-Bissau. As a consequence we have established the following as priority areas for training with USAID funds:

1. Agriculture, including fisheries, forestry, natural resource management and ecology;
2. Management skills, including financial management skills; Private entrepreneurial skills; those skills aimed at helping private business people organize and manage businesses.

We are particularly interested in training women and persons working in the private sector. Special efforts will be made to attract such people.

Because of the limited amount of funds available, preference will be given to short term training, seminars and study tours in the United States, third-countries or in Guinea Bissau itself. Long term training will only be considered under special circumstances.

With this as background, I hope you will study the proposed selection criteria and procedures, so that we can formalize them as quickly as possible. All USAID training has been suspended until these procedures are in place.

Greetings.....

Very truly yours

Anne M. Williams
A.I.D. Representative

135

PROCEDURES
FOR THE
SELECTION OF USAID PARTICIPANTS

I. Purpose

The purpose of these procedures is to insure that all participants are selected in an equitable and appropriate manner in order to carry out the development goals of the Governments of Guinea Bissau (GOGB) and the United States of America.

II. General Procedures

A. Selection Committee

There shall be established under the aegis of the Ministry of Plan an Inter-Ministerial Committee, with representatives from the Ministries of Plan; Education; Agriculture and Rural Development; Economic Coordination, Trade and Tourism; Fisheries; Natural Resources and Industry; Finance and the National Bank of Guinea-Bissau. USAID or its designee shall have one non-voting representative on this committee.

The functions of this committee are as follows:

1. Review and publicize all training opportunities presented to it by USAID.
2. Review all completed dossiers of all candidates presented for each training activity to be funded by USAID. Candidates names may be submitted either through the Ministry of Education or through USAID.
3. On the basis of their review, select candidates and alternates for each training activity.
4. Present names and completed dossiers of candidates to USAID or its designee for approval.
5. Review and approve, in general, all in-country seminars.

B. Committee Meetings

1. The Committee shall meet every October to review the USAID Training Plan for the next year. At that time it shall commence selection procedures for those activities already known.
2. The Committee shall then meet on a quarterly basis to select additional candidates as training opportunities are finalized.

C. Ad hoc meetings

In situations where training opportunities arise suddenly, with little lead time, the Ministry of Plan may call ad hoc meetings of the Committee.

D. USAID Role

1. Preparation of Training Plan:

USAID shall develop a yearly training plan based upon GOGB priorities within the USAID priority areas. To the extent that actual courses are known they shall be presented in the plan. This plan shall be given to the Ministry of Plan in early October for discussion at the October meeting of the Committee.

Included in this plan shall be the following information:

Areas of priority
Funds available
Type of Training available - i.e. short-term,
long-term,
in-country
Prior commitments

2. Training Information

From time to time USAID receives notice of training opportunities in many fields and in many countries. USAID will forward information on all of these opportunities to the Ministry of Plan, whether or not it intends to fund them. If it can fund a particular training activity USAID will notify the Ministry of Plan when forwarding the information.

3. USAID Approval

As the funding agency, USAID must assure itself that all candidates meet the minimum acceptable requirements for each training activity. Therefore, USAID or its representative, will review the dossiers of all proposed participants before the candidate is notified of his/her acceptance for training. As an ex-officio member, USAID will closely collaborate with the Committee to avoid cases where proposed candidates are unacceptable to USAID.

AFGRAD

In the case of AFGRAD candidates, final selection will be made by the Ministry of Education, the African-American Institute (AAI) and the various Deans of Universities providing competitive tuition waivers.

131

4. Receipt of Dossiers

Individuals, especially those in the private sector, interested in training opportunities may submit their dossiers directly to USAID. However, all such dossiers shall be forwarded to the Committee for consideration with all other candidates proposed. No prejudice shall be shown to a candidate whose dossier was submitted by either method.

D. Private Sector Role

Where training opportunities arise which are of particular interest to the private sector, USAID shall request that these opportunities be publicized on the radio and in the newspaper. Private individuals meeting the criteria will be encouraged to submit dossiers either to the Committee or to USAID.

II. Selection Criteria

A. Short-Term Training (less than 1 year)

1. Training must be relevant to the development needs of Guinea Bissau and must fit into one of the USAID priority areas;
2. Training may be in the United States or third countries where there is currently a USAID Mission.
3. Participants must have the following qualifications:
 - a. Be a citizen of Guinea-Bissau;
 - b. Be employed at the time of nomination in the field of training; guarantee will use training in same field upon return;
 - c. Show through school records (i.e. grades) or work experience the ability to absorb and use the training opportunity.
 - d. Possess sufficient maturity to enable him/her to properly represent Guinea-Bissau abroad. Show ability to understand another culture and to benefit from educational and observational experiences abroad;

- e. Be proficient in the language of training in order to participate effectively;
- f. Be in good health. All participants must undergo a medical examination and be declared fit for training by a certified physician recognized by USAID.
- g. must not have been sent on USAID funded Training within the previous three years.

B. Long Term Training (more than 1 year)

- 1. Training must be relevant to the development needs of Guinea-Bissau and must fit into one of the USAID priority areas;
- 2. Training will be in the United States;
- 3. Training must be job related. Candidate must be employed at the time of nomination in the field of training for which he/she is nominated or be assured of assignment to such field after training. GOGB candidates must agree to sign a contract to render a minimum of two years of service to the GOGB for each year of training received or a fraction thereof;
- 4. Participant must have the following qualifications:
 - a. Be a citizen of Guinea-Bissau;
 - b. Have at least 15 to 20 years of active service remaining after training;
 - c. Possess very strong academic credentials. Preference will be given to candidates who have maintained a performance level of B+ or above over the last three academic years; grade requirements include average grade levels of 75/100 and major subject grade average of 80/100. Undergraduate degree, diploma and certified transcripts are required for graduate degree applications and average grades of A or B are necessary.
 - d. Obtain a TOEFEL score of 500 or above. English language training will be provided in an appropriate ELT center in the region for six to nine months in order to reach the minimum TOEFEL score of 500.
 - e. Possess sufficient maturity to enable him/her to properly represent Guinea-Bissau abroad. Should show ability to understand a foreign culture and to benefit from educational and observational experiences abroad.
 - f. Be in good health. Must undergo the prescribed USAID medical examination and be declared fit for training by a certified physician recognized by USAID.
 - g. Must not have been sent on USAID funded training within the previous 3 years.

139

C. In-Country Training

Participants for in country training seminars funded by USAID will normally be selected by the organization or Ministry sponsoring the seminar. That organization or Ministry should insure that the seminar is relevant to the current job held by the participant and the information transmitted to him/her will be used in his/her work.

It must be noted in this context that in funding in country seminars USAID cannot in any way supplement the salaries of GOGB employees.

Annex 6

Documents Reviewed

The following documents were reviewed for this exercise. The list is provided for reference and future use.

USAID/Bissau Participant Training Report, by Esther Addo, Assistant HRD Advisor, REDSO/WCA, November 1988.

Guinea-Bissau Private Sector Training Needs Assessment, prepared by AFRICARE under Cooperative Agreement No. 698-0510-A-00-9028-00, August, 1989.

Human Resources and Development in Guinea-Bissau and Cape Verde, by Dr. Richard L. Duncan, Dr. Rosemary Galli and Mr. Robert Comfort, Agency for International Development, 1981.

Appraisal Report: Primary and Vocational Educational Strengthening Project, African Development Fund, February 24, 1989.

Guinea-Bissau Technical Skills Training Project, Trilateral Cooperation. Report of Mission by Mrs. Rejane Sales Stens as a member of the AID Team (Project Paper).

Guinea-Bissau Strategy Review, Howard Handler et als., May, 1988.

Training Briefing Paper, Agency for International Development, Republic of Guinea-Bissau, Prepared by Vanita Sinai Sacardando, Training Officer/Translator, Bissau, March 17, 1988.

Rice Production Project (657-0009), Project Paper.

Food Crop Protection III Project (657-0010), Project Paper.

Technical Skills Training Project (657-0011), Project Paper.

South Coast Agricultural Development Project (657-0012), Project Paper.

African Manpower Development II (AMDP - 698-0433), Project Paper.

African Graduate Scholarship Program III (AFGRAD - 698-0455), Project Paper.

Project Implementation Reports, Guinea-Bissau, April 1, 1988 - September 30, 1988 and October 1, 1988 - March 31, 1989.

Country Development Strategy Statement (CDSS), Guinea-Bissau, FY 82, Small Program Statement, January 1980.

FY 1984 Country Program Rationale, Guinea-Bissau, December 1982.

Report on Trip to Guinea-Bissau, October 28 - November 3, 1989, Possibilities for VOCA Assistance, Donald Mooers, Africa Regional Representative.